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ABSTRACT

The eight general session, exemplary practice, and roundtable papers contained in this conference proceedings report focus on various aspects of institutional effectiveness and student outcomes. The volume includes: (1) "Effectiveness and Student Success in Community Colleges: Practices, Realities, and Imperatives," by Peter Ewell; (2) "Rhetoric to Reality: Effectiveness in Community Colleges," by Richard L. Alfred and Vince P. Linder; (3) "Texas Academic Skills Program," by Dan Angel; (4) "Institutional Effectiveness and Student Success: Where Do We Go from Here?" by Paul Kreider; (5) "Connections for Student College Success and Institutional Effectiveness," by R. Dan Walleri and Margaret A. Gratton; (6) "Involvement in Learning: Its Impact on Student Outcomes," by John Anthony, Martha Ewing, Joe Jaynes, and Gary Perkus; (7) "What Constitutes Student Success in the Community College?" by John Losak; (8) "Celebration of Teaching: Staff Development Seminar," by Hal McAninch; (9) "Inter-Institutional Exemplary Practices in California: Institutional Effectiveness and Student Success," by Robert Jensen and Julie Shark; and (10) "Exemplary Research Practices in Support of Institutional Effectiveness and Student Success," by Trudy Bers, John Cosgrove, Gary Rice, Jeffrey Seybert, and William Martin. The final chapter consists of notes on the general, exemplary, and roundtable sessions. (JMC)

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June 25 - 27, 1989

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GENERAL SESSION PAPERS

CHAPTER 1

Effectiveness and Student Success in Community Colleges: Practices, Realities, and Imperatives

EFFECTIVENESS AND STUDENT SUCCESS IN COMMUNITY COLLEGES: PRACTICES, REALITIES, AND IMPERATIVES

Peter T. Ewell
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The issue you have before you at this gathering speaks directly to the essential nature of the community college as a service institution: "institutional effectiveness" for the community college cannot be conceived of in isolation. Its proof will always lie in the judgments of those that the institution is bound to serve--students, employers, other colleges and universities, and citizens of the local community. If shortcomings occur here, there are no "ivy-covered walls" behind which to shelter. Despite this challenge, I believe that growing national interest in the topic of institutional effectiveness is welcome for community colleges. Properly viewed, I will argue, "institutional effectiveness" can become a shorthand way of describing a process of institutional revitalization that embodies the original community college ideal of constituency service. And I will also argue that this movement is permanent, based upon some real and enduring constituent issues and concerns, which we ignore at our peril. The result is indeed an "imperative", and I commend you for addressing it.

With this context, I would like to do three things. First, I'd like to provide some background for our discussions of "effectiveness": where did this issue come from and what are its particular implications for two-year colleges? Second, I'd like to concentrate on the several meanings of "effectiveness" in a community college context: what are its domains and what kinds of information and action priorities do these suggest? Finally, I'd like to propose some promising lines of attack for achieving effectiveness based on the experiences of the many institutions with which I have worked. In all of these, however, I can only provide some hints and guesses about how to make these concepts real. The important work of this gathering will be accomplished by those who have done the work--the many institutions here represented.

1. Some Perspectives on Effectiveness: While an insistent topic for discussion these days, "institutional effectiveness" continues to mean different things for different people. In part, this is responsible for the topic's power to mobilize action across many arenas. But in part it is a product of its diverse origins.

   It's important to note that the stimulus for current national interest in assessing effectiveness lies in several simultaneous but independent developments. First, many concerns about performance have arisen from inside the higher education community--often particularly insistently from the two-year college sector. The majority are founded in the need to serve a new and expanding underprepared student clientele. Many community colleges have found that in serving their primary access mission, they have been forced increasingly to offer remedial and developmental experiences to ensure even minimal levels of student success. Many have also found that in doing so it is difficult to protect the content of "college-level" work and the integrity of their own curricula. The result has been a growing interest in assessing outcomes--partly to improve overall rates of student success through designing better curricula, and partly to reestablish the threatened credibility of a two-year college experience.

But a second stimulus has come from without, fueled by public and political concerns about declining "quality", and often directed particularly at two-year colleges. To some degree these concerns are a natural carryover from K-12 education, where problems are more severe and perceived external solutions more pressing. They are also a product of fundamental shifts in the notion of "accountability" for public higher education from access and efficiency to demonstrated performance and return on investment. The result of both has been a significant increase in state-mandated assessment of student performance and a notable realignment of the focus of regional accreditation from inputs and processes to educational results.

These diverse origins lead to different definitions and this has been responsible for considerable confusion. What exactly does "institutional effectiveness" mean in this conversation? First, it's important to recognize that much of what is meant isn't new. Indeed, it may embrace and render more systematic many familiar concepts embodied in such diverse past initiatives as strategic planning and management, instructional and faculty development, or "quality circles" and other programs intended to improve academic support functions. Many campuses have experienced considerable innovation through one or all of these mechanisms. But the concept of "institutional effectiveness" provides a language and an occasion to view each of these past areas of innovation as part of a larger more integrated whole.

It's also important to stress two emerging commonalities in what external authorities are requiring institutions to actually demonstrate in the name of "institutional effectiveness." First, they are shifting their focus from an exclusive concern with inputs and processes toward actual results--particularly student cognitive results. This is visible primarily in a range of state-based assessment programs that require institutions to compile evidence of student learning in such areas as basic skills, general education, and the major field. Second, both states and accreditors are moving toward definitions of effectiveness based on goal achievement as the primary index of quality. Both trends, it's interesting to note, speak particularly to the community college mission, the first by stressing teaching and learning as the preeminent institutional function, and the second by de-emphasizing an exclusionary view of "quality." Mission attainment, not the pre-enrollment characteristics of admitted students, is seen as the ultimate mark of a quality institution.

Finally, it must be stressed that the setting for investigating institutional effectiveness provided by a community college has a unique set of advantages and disadvantages. On the positive side, the community college is organizationally focused on teaching and learning: for the most part, people in community colleges know what they are trying to accomplish more specifically and more concretely than their counterparts in other parts of higher education. At the same time, the community college environment is unusually permeated by the spirit of innovation and flexibility. People in community colleges are not afraid of trying new things if they appear to pay an important dividend.

But assessing student learning in a community college setting also involves unusual challenges. Although its overall mission of community service is clear, the typical community college is both a multi-function and a multi-constituency institution. It is generally in several "businesses" at once--including transfer education, occupational/technical training, developmental education, and service instruction--most of which operate relatively independently. In this respect, it is more like a "holding company" than a single-purpose "industry". Similarly, community college students can range from the traditional 18-21 year-old full-time student through a range of different types, each with a different set of needs and ambitions. Both these characteristics mean that "effectiveness" in terms of goal attainment must be separately conceived for each constituency and mission area.

At the same time, the typical community college environment is particularly intractable for assessing student learning. Most community colleges of necessity have relatively slim databases about their students; often, for example, little is known about prior student educational attainments or experiences. More importantly, the typical community college student won't sit still for "assessment." Most, for example, are unwilling to engage in testing which doesn't benefit them directly and, as commuting students, they are not routinely available for data collection. Many students, moreover, don't really take the curriculum as designed. Each of these characteristics means that approaching the assessment of institutional effectiveness in a two-year college setting is appropriately a distinctive enterprise.

2. Some Domains of Effectiveness: I would now like to turn to some particular manifestations of institutional effectiveness in a community college setting. What qualities in particular do we think of when attributing "effectiveness" to a two-year college? And what kinds of evidence might we collect to know that these qualities are present?

When considering the typical domains of community college performance, it's traditional to begin with the litany of program areas contained in most two-year college mission statements. At minimum, these include college transfer, occupational/technical, developmental, and community service functions. While broadly descriptive of what community colleges do, however, these are rarely specified in the kinds of performance terms necessary to ground an inquiry about effectiveness. Each is also composed of several different components and can be viewed from several perspectives.

"Effectiveness" in transfer education implies that students possess foundation knowledge in a range of disciplines and requisite skills of collegiate functioning to successfully pursue baccalaureate study at a four-year college or university. "Knowledge" in this context generally refers to knowledge of the basic content of core disciplines in the humanities, sciences and social sciences, together with some familiarity with the "modes of inquiry" typical of different disciplinary areas (for example, scientific/experimental method). "Skills" in this context generally refers to such "higher order" integrative thinking skills as critical thinking, creative thinking, or problem-solving; often these include higher levels of communication and quantitative ability as well. Alternatively, such skills have been described as "general intellectual skills," including "gathering information, analyzing information, and presenting information." Finally, appropriate student capacities in this area may include such study skills as how to use the resources of a library and how to use a computer, and such "academic attitudes" as value-neutrality, intellectual persistence, and tolerance for diversity. Gathering evidence in each of these areas can be a complex undertaking and generally requires specialized assessment techniques. But possession of these skills in the aggregate is reflected behaviorally in subsequent performance at a senior institution. Relevant performance characteristics here include successful transfer of credits, persistence at a senior institution, baccalaureate degree completion, grades earned, and course completion rates.

"Effectiveness" in occupational/technical education implies that students possess requisite technical knowledge and competence to perform effectively in identified fields of employment. Properly assessing effectiveness in this domain implies recognition that at least two quite different clientele groups may be involved, each with somewhat different criteria for success. For students seeking job-entry training, effective performance is manifested in their obtaining and maintaining initial employment in field. For those seeking job upgrades, continuing technical skill development, or recertification, however, the appropriate test of effectiveness is promotion and enhanced job performance. In both cases, earning an AS degree or a certificate is only an indirect indicator of success because actual program completion may not be necessary to attain these goals. As in the case of transfer education, assessing effectiveness may also require that further distinctions be made among intended outcomes. For occupational/technical education, for example, one such distinction is between acquiring the applied technical competencies associated with performing a particular task, and acquiring the more basic "knowledge-building skills" required to learn new procedures, instructions and technologies, and to communicate with fellow workers. As in the case of transfer education, moreover, appropriate outcomes may include such affective areas as motivation, proper work habits, team membership, and tolerance.

"Effectiveness" in developmental education implies that students possess requisite knowledge and skills to successfully undertake college-level work. Such basic skills generally include reading, writing and computational abilities. At most institutions these are initially assessed through placement examinations given diagnostically for purposes of determining required remediation. Where similar examinations are used on exit from remediation, they provide a means not only to determine individual competency but also, in the aggregate, to evaluate program effectiveness. Where post-testing is not regularly used, occasional post-tests are sometimes administered to establish the validity and credibility of the program. Behaviorally, however, the true test of remediation is subsequent performance in regular college-level coursework. The records of students who needed, and who successfully exited developmental coursework can be compared to similar records for those who needed but did not complete developmental work on the one hand, and to those who were assessed as not needing remediation on the other. Relevant performance statistics include persistence, degree completion, course completion rates and grades in non-remedial coursework, and performance in the first college-level course encountered demanding student proficiency in a previously deficient skill.

An additional component of developmental education is often the provision of instruction for adults to achieve basic pre-college or societal competencies. For community colleges, this is generally embodied in two kinds of programs--GED high school equivalency training, and training in English as a Second Language (ESL). In both cases, behavioral evidence of effectiveness is provided by persistence and eventual completion of the program itself; if students achieving these competencies continue with community college study in transfer of occupational programs, additional evidence of effectiveness is provided by their performance in these curricula and their subsequent success in completing them.

"Effectiveness" in community service implies that individual users of college-provided services are satisfied with the services that they receive, and that members of the community are supportive of both the presence and the activities of the college. Detailed determination of "effectiveness" here will, of course, depend upon the nature of the service provided. Direct evidence of satisfaction among users is generally collected through periodic user surveys. The behavioral counterpart is continued participation and "return rates" for community members. Direct evidence of community support can also be generated through survey, and additional evidence of community impact can be gathered through such means as community and economic impact studies. Behavioral counterparts to such indicators may be contained in attendance records at college-sponsored events, turnout and voting in local elections affecting the college, and similar statistics.

Different institutions will, of course, differ markedly in the relative emphases which they place upon these generic functions; moreover, some may include additional functions in their mission statements that themselves may need to be assessed as part of an investigation of institutional effectiveness. More importantly, because community colleges are preeminently "service" institutions, each of these basic functions may need to be explicitly investigated from the perspectives of clients and constituents. In most cases, this means the respective viewpoints of students as "consumers" and of regional employers.

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For individual students who attend a community college, for example, "success" ultimately implies fulfillment of their own goals for attendance--goals which may or may not include degree or program completion. Effectiveness from this perspective thus demands collecting information about initial student goals and the degree to which they have been fulfilled. Effectiveness may also demand collecting "consumer information" about the likelihood that student goals will in fact be fulfilled--for example, information on the probability that a student with given characteristics will in fact obtain a job as a result of completing a particular program. A parallel group of "clients" in this regard consists of area employers. Effectiveness from their perspective may embrace qualities not generally covered in faculty-established program goals--for example, the need for teamwork and oral communications skills among potential employees. As a result, assessing effectiveness may appropriately include periodic employer interviews or needs assessments.

Collectively, the many domains of community college functioning and the multiple perspectives of its primary constituents suggest some particular information needs. Among them are the following:

-longitudinal information on student experience and performance. Much "behavioral" evidence of effectiveness for a community college can be obtained through construction of an integrated longitudinal student tracking database. Based on a "cohort" methodology, such a database typically allows monitoring of overall persistence, course completion rates, and the fulfillment of various curricular requirements. Adequately constructed, it can also contain information on student goal fulfillment, the adequacy of developmental education as reflected in subsequent performance in college-level work, and placement and performance in senior institutions or in the workplace.

-additional targeted "assessment" information. Assessing actual learning outcomes can be a complex and formidable undertaking and community colleges provide a particularly challenging environment for such work. Several assessment activities, however, are particularly appropriate for guiding improvement in a two-year college setting. Post-testing of basic skills in developmental coursework is among the most beneficial and most easily implemented. For transfer "general education" courses, such techniques as systematically collecting the examinations and papers of the "median student" in each class for performance monitoring can be fruitful, and do not involve the disruptions of mass testing. For occupational/technical programs, members of program advisory committees can be used occasionally as external "performance assessors" in observing students at work on a simulated workplace problem. Finally, a systematic process of employer interviews in conjunction with a periodic program review or audit mechanism can be extremely productive.

-capitalize on collecting additional information at existing "points of contact" with students. Because of the shifting nature of community college enrollment, there are often few occasions on which information is systematically collected from students and other "consumers". This makes it all the more important to take advantage of existing opportunities to collect additional information on effectiveness. Among the many under-utilized opportunities at two-year colleges are placement testing and teacher/course evaluation. The first can be used to administer additional goal surveys and questions on anticipated difficulties as in the administration of ACT's ASSET instrument. The second can be used to collect additional information on student behavior as a result of the course (for example, numbers of hours spent studying or use of the library).

-develop better mechanisms for getting information to those who need it. All too often, data collection at community colleges results in reports that no one reads. As important as collecting information on effectiveness is disseminating and discussing it with those who need to get the job done--those in direct contact with students. Instead of reports packaged around particular data-collection efforts (for example, "a survey of occupational program completers") reports should be packaged around perceived problems (for example, "are we meeting the needs of our younger, job-entry students?"). Problem-oriented reports, moreover, should not just be read, but should be actively discussed--perhaps at a problem-solving retreat involving the people who most directly experience the problem. Finally, individual faculty members and student advisors need more and better information about the students with whom they have direct contact (for example, "what are their goals and what have been their prior experiences before arriving in my office or classroom?"). Individual "course reports" that aggregate information about the students in a particular classroom for immediate faculty use provide an excellent example of reporting of this kind.

3. Making Improvement Work: Setting appropriate goals and collecting appropriate evidence of their achievement, of course, is only the first prerequisite for achieving effectiveness. Concerted, constant action at all levels are is required, consistent with these goals and guided by this information. Current interest in achieving institutional effectiveness in higher education in this regard has much in common with the current "quality revolution" in business and industry, much of it inspired by the work of W. Edwards Deming. Many concepts derived from this work can be appropriately applied to achieving quality improvement in two-year colleges. Several of these, I believe, are particularly appropriate in guiding your deliberations at this conference.

-Set a Common Vision. Community colleges are institutions in which it is particularly important for all members of the institution to share a common understanding of basic goals. All employees, from President to grounds-keeper should be constantly aware that the business of the institution is to improve student learning and success, and should be able to immediately connect the concept of student success with their own everyday activities. Too often, faculty and support personnel are unaware of the ways that their own activities contribute to student and institutional goal achievement, and their actions are unconcerted as a result. "Setting a Vision" means frequently auditing all aspects of the college environment from the consumer's (student's) point of view and asking the question, "how does what I do here influence the overall environment for learning, favorably or unfavorably?" This will only happen when top management takes every opportunity to stress these connections, and makes visible commitments to

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improvement across a range of seemingly unconnected areas--from advisement to parking.

-Build Teamwork. Another major tenet of quality improvement is that groups are responsible for success, not single individuals. Much in the current academic environment goes against this principle, and it certainly does not mean that individuals who contribute effectively shouldn't be rewarded. But at bottom, effective instruction is a collective activity and involves recognition of being part of a team. Individual faculty members in practice depend upon one another to teach students the prerequisite knowledge and skills that they will need in one anothers' courses. But in practice, they rarely communicate with one another about what is needed. This is even more true with respect to such interrelated support functions as advisement, testing, financial aid, and campus security. To build teamwork, it's important to share information about how each function is ultimately related to student success. It's also important to solicit frequent feedback from all parts of the institutional community about things that might be done better.

-Identify the "Customer." A major theme current in industrial quality improvement is to constantly ask the question, "who is the customer?" As service institutions, asking this question is particularly germane for the improvement of effectiveness in community colleges. Within the college, it is often extremely useful to identify explicit networks of "customers" and "suppliers" who should work more closely together. In a given sequence of courses, for example, English instructors may have as their "customers" faculty members in other departments or programs who count on them to develop student writing skills to adequate levels. In turn, they must count on instructors in developmental programs to "supply" them with students who know the basics. Every course sequence is comprised of such networks, but faculty in them rarely get together to see what might be done collectively to improve articulation. Externally, the notion of working more closely with "customers" and "suppliers" extends to employers and senior institutions on the one hand, and to high schools on the other. In the first case, better linkages between faculty on a program-by-program basis between the college and its primary transfer institutions, informed by actual data on transfer student performance, can be helpful. In the latter case, providing "feedback reports" on the performance of students drawn from major feeder high schools and explicitly discussing the results can provide a major occasion for improvement.

-Monitor Performance at Every Step. Properly conceived, "assessment" should not be a process only of checking outcomes at the end of instruction for purposes of accountability. Instead, it should be a continuous, low-level process that involves individual faculty and staff members monitoring what they do in their own classrooms and work units. In individual classrooms, this philosophy is best illustrated by the use of "minute papers" at the end of every class period in which instructors ask students to write down the single most important thing that they learned during the class and the thing that still seems most unclear. It may also embrace such processes as occasional "cross-grading" of papers and examinations in sections of a course taught by different faculty members to ensure consistent standards. In nonacademic functions, continuous self-monitoring may involve keeping consistent records of the kinds of problems encountered in the work process (for example, errors in registration records) and analyzing these problems to determine and address their underlying causes. In both cases, the key to success is monitoring performance at the most basic level, where improvements will ultimately need to take place.

These four concluding themes help emphasize a message that I hope will infuse your discussions throughout the coming two days: "institutional effectiveness" is not a single practice, but an embracing attitude that stresses teamwork and continuous incremental improvement. Experience has shown that improvements in instructional quality are a cumulative product of "little" things, done consistently by individual faculty and staff members acting on their own initiatives, but who share a common concern for and recognition of an identifiable set of valued outcomes for students. Achieving quality on this basis takes time, commitment, and concerted effort. But I assure you, it will pay off.

CHAPTER 2

Rhetoric To Reality: Effectiveness in Community Colleges

Rhetoric to Reality

Effectiveness in Community Colleges

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CENTER FOR THE STUDY OF HIGHER
AND POSTSECONDARY EDUCATION

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Concepts related to paradox as a force in effectiveness are adapted from the work of Cameron (1986). The authors wish to acknowledge the editorial assistance provided by Kay Maves in the preparation of this manuscript.

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Effectiveness has become a hot topic in community colleges. It is no longer news that our institutions are under pressure to demonstrate results; the question now becomes what is effectiveness and how do you measure it? Does a unique model exist that distinguishes community colleges from other institutions? Are criteria such as degree completion, transfer rates, enrollment growth, and so forth useful and appropriate indicators of effectiveness ? What are the implications of effectiveness criteria for governance, management, and leadership? These questions were initially posed by community college practitioners in the early 1970's, but answers have not been forthcoming.

Unfortunately effectiveness is an emotionally charged word in many community colleges. Repeated attacks by critics in recent years have left faculty and administrators with jaundiced views of the concept. The central issue raised by the critics is the performance of two-year institutions in advancing students to higher levels of education and occupational achievement thereby reducing social class discrepancies. This issue has been expressed in several forms, two of which have gained more than a fair share of attention: 1) the questionable legitimacy of community colleges because of their emphasis on vocational training programs over liberal arts and 2) the social and economic disparities induced by community colleges through program offerings that encourage low transfer and baccalaureate degree completion rates. In response, community college practitioners argue that the critics do not know what they are talking about because they have no practical experience upon which to base judgements and they focus on only a small part of what community colleges do, thereby lessening the value of their contribution.

Is there a realistic and meaningful conception of effectiveness in community colleges? The Community College Effectiveness Study conducted at the University of Michigan in 1989 surveyed administrators, faculty, and trustees in a national spectrum of community colleges. The objective was *not* to measure effectiveness, but to build a model for understanding how it works in the community college. The first part of this summary report presents important findings about effectiveness, the next delineates strategies for improving effectiveness based on the findings of research, and the last part describes the participating institutions and methods used to examine effectiveness.

What is Effectiveness?

Conversations about effectiveness in community colleges inevitably focus on ways it can be measured and defined. Effectiveness as institutional growth, student success, mission achievement, and positive public perception—all contribute to our understanding of the concept. Yet, consensus is difficult to achieve. Judgements of effectiveness are based on the values and expectations different groups hold for the community college. The trouble with these values and expectations, however, is that they vary, and they are often contradictory among groups. Writers and researchers now mostly agree that flexibility must characterize the definition and selection of criteria for effectiveness. The only caveat is that they must be appropriate to the context.

Effectiveness Defined. An attribute of importance in American higher education is its diversity. Differences exist among institutions. These differences lead to variation in the criteria for effectiveness. As client-centered institutions, community colleges employ a wide variety of programs and services in a compact service region to meet the needs of diverse groups. Like other service organizations, they are effective when individuals and groups hold favorable perceptions of their performance in important activities, or "successful organizational transactions." Transactions differ however, in accord with the needs of each group, and a successful transaction for one group may not be successful for another.

It is precisely this point that identifies some of the most important findings about community college effectiveness in the University of Michigan study. These findings can be summarized as follows. **Effectiveness in community colleges is determined by the presence of paradox. To be effective an institution must possess attributes that are simultaneously contradictory, even mutually exclusive.**

Paradox exists when community colleges employ what seem to be contradictory yet equally necessary programs, policies and delivery systems to adapt to rapidly changing conditions and needs in the service region. For example, open-door and selective admissions policies are used to concurrently permit equal access and selectively channel learners with different characteristics, aptitudes, and abilities into academic programs. Similarly, traditional and non-traditional strategies for delivery of instruction are used to accommodate differing individual needs. And a variety of interpretations of student success and academic quality are used to permit maximum flexibility in determining the institution's best fit to its external environment. These practices are paradoxical because they involve institutional behavior which is contradictory. These contradictions (selectivity vs. non-selectivity, traditional delivery vs. non-traditional delivery, quantitative vs. qualitative interpretations of quality) are present and operate simultaneously. No choice need be made between them.

The existence of paradox can be confirmed by examining staff perceptions of institutional behavior in key strategic decision areas. To illustrate, we can observe paradox in staff descriptions of seemingly contradictory approaches to instruction carried out by the same college with different learner populations. Traditionally, narrow definitions of the credit hour and semester are used by full-time faculty teaching on-campus in classrooms and laboratories while part-time faculty teaching students with special needs in off-campus locations such as factories or shopping centers may shun traditional approaches and may emphasize non-traditional formats. One approach cannot be eliminated in favor of the other without severely damaging the capacity of the institution to respond to rapidly changing conditions and needs in its service region.

If practitioners understand and accept the premise that paradox is an important factor in effectiveness, then factors such as student persistence, degrees completed, and transfer rates diminish in significance. This is because they become one set of criteria among many that can be used to evaluate community college performance. What is important is the capacity of community colleges to help individuals and groups to adapt to changing conditions and needs; to do so the colleges must themselves adapt.

Drucker (1980) observed that turbulence would be the hallmark of the future:

> "The one certainty about the times ahead, the times in which managers will have to work and to perform, is that they will be turbulent times. And in turbulent times, the first task of management is to make sure of the institution's capacity for survival, to make sure of its structural strength and soundness, of its capacity to survive a blow, to adapt to sudden change, and to avail itself of new opportunities".

If community colleges are to thrive under such conditions, they must accept and accentuate their paradoxical nature. They will have to maintain flexibility in mission, purpose and programs. Flexibility is reinforced through the presence of paradox.

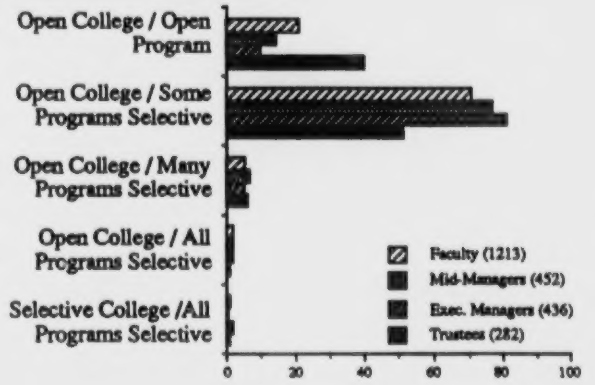
Paradox in Community Colleges

What are the attributes of paradox in community colleges? How do they contribute to effectiveness? Faculty, administrators, and trustees participating in the University of Michigan study identified eight important attributes of paradox:

1) ***Mission comprehensiveness*** - which permits the simultaneous pursuit of contradictory goals - along with ***mission specificity*** - which permits concentration on selected goals undertaken with specific groups. More than one-half (54%) of the faculty, administrators, and trustees viewed the mission as comprehensive involving the simultaneous pursuit of contradictory, equally important goals such as access, public service, excellence, and human resource development. Conversely, a significant number viewed a specific goal as more important than the rest. Effective community colleges are simultaneously oriented toward a comprehensive mission that permits wide latitude in adapting to the environment and toward a specific mission which allows them to focus on the special needs of particular groups.

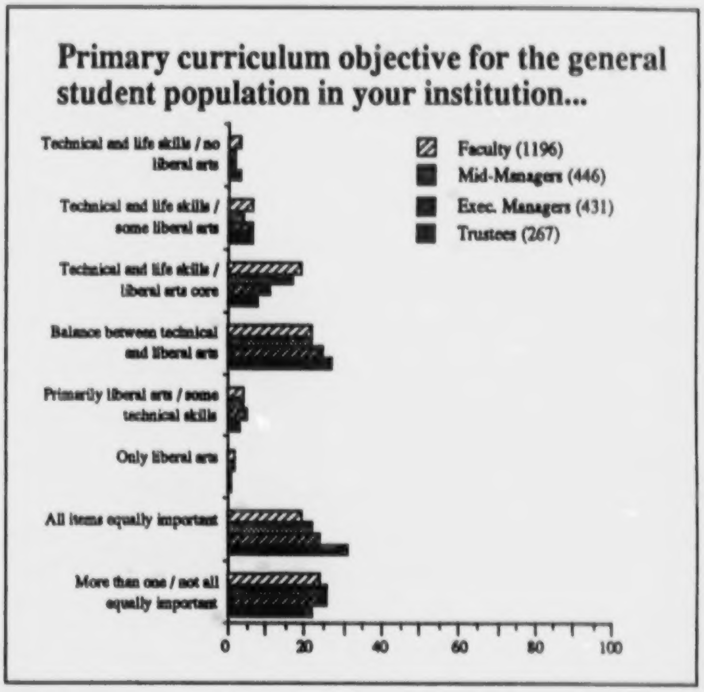
2) ***Open-door admissions*** - which promote access and opportunity - and ***selective admissions*** - which promote excellence and program quality. A majority (78%) of faculty and administrators described admissions policies as simultaneously oriented toward opening the door to diverse learners and limiting access by establishing entrance standards for specific programs. Effective community colleges emphasize quality in programs, but at the same time, they are market sensitive and reactive to the needs of diverse students. Less effective institutions have

Your college's current student admissions policy can best be described as...



staff that lose sight of the need to establish and maintain quality in programs. On the other hand, emphasizing quality at the expense of adapting to student needs and market conditions inhibits effectiveness.

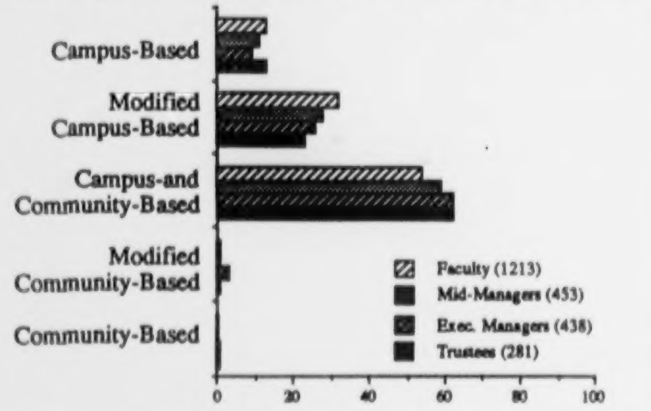
3) *Emphasis on technical education* - which promotes links between education and work, skill training, and currency - as well as emphasis on ***liberal arts education*** - which promotes flexibility, critical thinking, and historical perspective. The vast majority (95%) of the respondents in the University of Michigan study described the primary curriculum objective for the general student population as a combination of technical, liberal arts, and life skills education. Effective community colleges emphasize and reinforce the value of the liberal arts, while at the same time, emphasizing linkages between education and work through technical training. The necessity for marketable skills and state-of-the-art training exists simultaneously with the requirement for critical thinking and transferrable skills needed to adapt to change.


Primary curriculum objective for the general student population in your institution...

4) ***Non-traditional delivery systems*** - which foster new perspectives and innovation in the delivery of services and facilitate developing outreach programs-as well as ***traditional delivery systems*** - which foster commitment to past strategies involving traditional definitions of the semester and credit hour. Overwhelmingly, the major delivery system involves a combination of traditional and non-traditional strategies . Over one-half (58%) of the faculty, administrators and trustees indicated that a combination of campus and community-based strategies were used to deliver

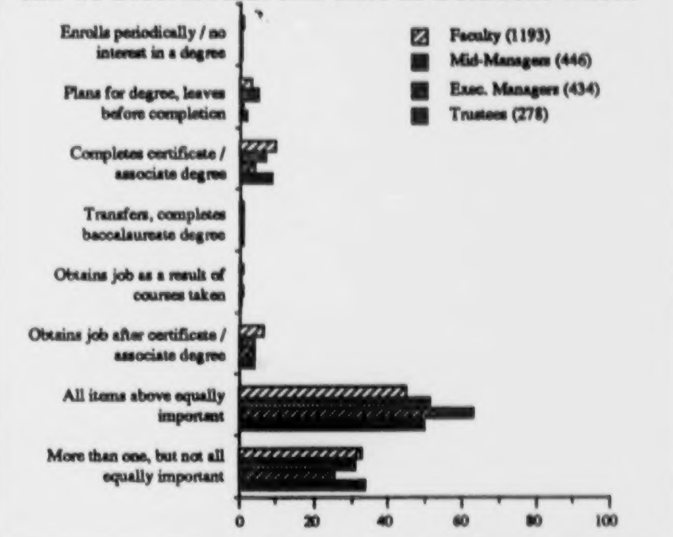
services. Rapidly changing conditions and needs act as stimuli for the development of non-traditional community-based delivery systems. Static conditions support the need for traditional campus-based delivery systems.

Your institution's current system for the delivery of education can best be described as...



5) ***Planned change*** - which encourages wide search, careful consideration of innovations, and adherence to a plan in developing new initiatives - as well as ***spontaneous change*** - which encourages quick execution, implementing innovation, and flexibility in pursuing initiatives. Roughly one-third of the faculty, administrators, and trustees believed that their institutions were simultaneously liberal and conservative in pursuing innovations to adapt to changing needs and conditions. Effective community colleges engage in proactive, entrepreneurial, and innovative activities that contribute to short-term success in meeting market needs. Simultaneously, they enact conservative planning and budgeting mechanisms (efficiency measures) oriented toward long-term survival.

At your institution, a "complete student product" can be described at this time as a student who...

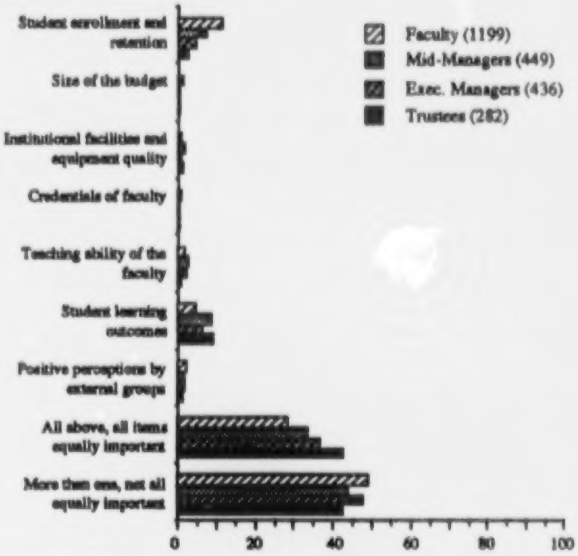


6) ***Breadth and variety*** in the definition of student success - which reinforces the comprehensive mission - as well as ***specificity*** in the interpretation of student success to different groups and organizations - which reinforces the capacity of community colleges

to meet the needs of specific markets. Beyond any doubt, community colleges emphasize the comprehensive nature of student outcomes. More than three quarters (76%) of the faculty, administrators, and trustees indicated that a combination of different outcomes was necessary to describe student success. Specific outcomes such as "enrollment without plans for a degree", "associate degree completion", "transfer", "baccalaureate degree completion", "job entry" etc. were not sufficient, in and of themselves, to describe success. Community colleges broadly define student outcomes in order to reinforce their comprehensive mission, while at the same time pointing to specific outcomes as evidence of their ability to meet special needs.

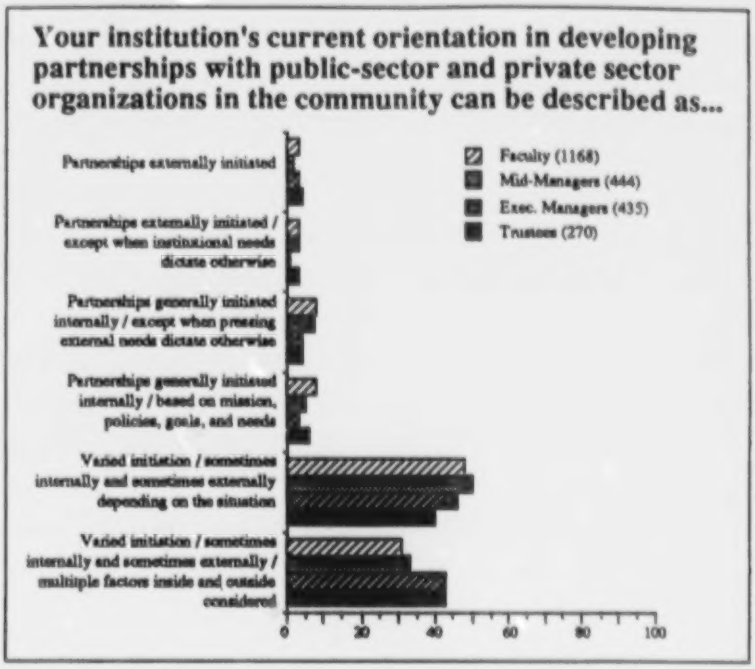
7) ***Quantitative conceptions*** of academic quality - which foster assessment of performance using obtrusive measures - as well as ***qualitative conceptions*** - which foster discreet approaches to performance assessment. In the University of Michigan study more than three-quarters (79%) of the respondents said that their institution uses both quantitative and qualitative factors to define quality. Faculty, administrators, and trustees pay a great deal of attention to symbols as well as substance. On the one hand, discrete indicators such as student learning outcomes, public opinion, and teaching ability of faculty are instituted so that assessment can be made of the extent to which the basic mission is achieved. On the other hand, substance is ignored in favor of image. A great deal of attention is paid to indicators of institutional size (enrollment, budget, facilities, etc.) to help constituencies interpret institutional performance favorably. The capacity of faculty and admin-

Your institution defines its academic quality at this time in terms of...



istrators to manage symbols and interpretations effectively is a critical difference between effective institutions and others which are not effective.

8) ***Externally-initiated linkages*** with community organizations - which reinforce dependence, immediacy, and service of needs - as well as ***internally-initiated linkages*** with community organizations - which reinforce autonomy, planning, and mission integrity. Approximately eight out of ten respondents indicated that varied strategies were used for initiating partnerships with community organizations depending on the situation and conditions inside and outside of the institution. Management simultaneously responds to external needs and safeguards institutional autonomy by concentrating on campus governance and strategic planning. In this way community colleges engage in domain defense as well as domain offense. That is, they spend energy in insulating the institution against the encroachment of external groups and organizations, and at the same time initiate aggressive strategies to influence the external environment and important publics outside of the institution.



Your institution's current orientation in developing partnerships with public-sector and private sector organizations in the community can be described as...

Without the tension that exists between simultaneous opposites —what we have called paradox—unproductive narrowing would occur. Narrowing is a process in which one activity in a community college is perpetuated in extreme thereby reducing the emphasis on other activities. For example, if interest in transfer and baccalaureate degree completion as the measure of student success is allowed to dominate a college's attention it will contribute to diminished interest in other forms of success (i.e. job attainment, personal satisfaction, job upgrading, etc.). This in turn reinforces even more interest in transfer and baccalaureate degree completion and less interest in other forms of success.

In the preceding example, narrowing the criteria for measuring student success to transfer and baccalaureate degree completion undermines the comprehensive mission of community colleges. Unless a paradoxical condition exists in which simultaneously contradictory, equally compelling interpretations of student success are accepted and used, dysfunctional cycles emerge that could lead to ineffectiveness. One interpretation of success overshadows others until the institution becomes so out-of-balance that its mission must be altered or refocused to improve effectiveness.

Managing and Improving Effectiveness

Although community colleges are seemingly well equipped to meet the needs of different constituencies as flexible multi-purpose institutions, a fundamental question remains. Are they organized to improve effectiveness? Through the way they plan, make decisions, and allocate resources, will they adapt to change in the future as well as they have in the past? Are they using their human resources to contribute to effectiveness?

To address these questions, faculty, administrators, and trustees were asked to describe planning, decision-making, assessment, and budgeting practices in their institutions. The following conclusions were drawn:

1) ***Strategic decision involvement.*** In community colleges, strategic decisions *are presently made* primarily by executive administrators, the president, and the board. Only four out of ten respondents reported that these decisions are now made by some shared process involving faculty and staff. However, almost seven out of ten reported that decision-making *should be shared.*

2) ***Academic governance.*** Influence in decisions about academic programs and curricula *is presently held* primarily by executive administrators followed by academic division/department heads and faculty. However, all respondent groups felt that the influence of faculty and division/department heads in these decisions *should be increased.* Faculty in particular reported that their role should be enhanced. More than four times the number of faculty presently reporting influence in program and

curriculum decision reported a desire for greater influence in the future.

3) ***Assessment.*** Outcomes assessment is an area of great concern among the faculty and administrators in community colleges. Approximately two-thirds of the respondents indicated that students in their institution *are not presently* tested at exit . However, the vast majority (nine out of ten) felt that some kind of organized exit assessment *should be* conducted with students to determine the knowledge and skills they take with them from college.

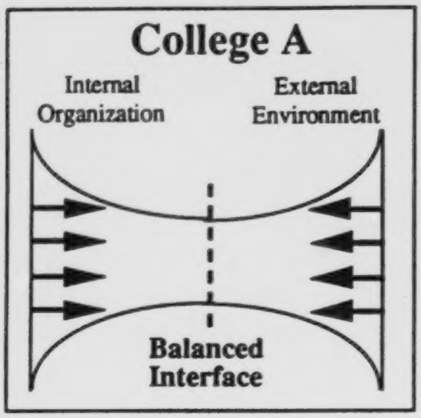
4) ***Strategic planning.*** Comprehensive, institution-wide planning *is used* as a basis for strategic decisions and budget development according to one-half of the respondents. However, the vast majority (90%) reported that the commitment to planning in their institution *must increase* and that representative groups must be more involved in the process.

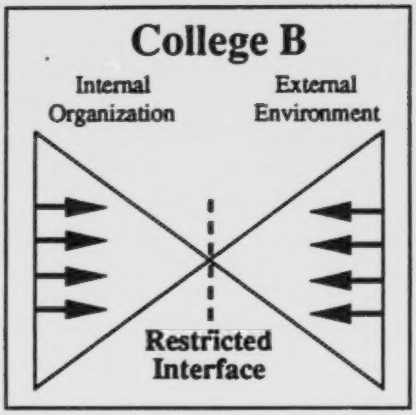
5) ***Budget strategy.*** A combination of strategies *is used* to allocate resources in the budgetary process. Decision-making is centralized. Approximately nine out of ten respondents (95%) reported that commonly used "incremental / decremental" and "across-the-board" budget strategies should be de-emphasized in their institutions in favor of "selective" and "zero-based" strategies. Most reported that there *should be* more shared involvement in the budgetary process with faculty having a greater say in the process.

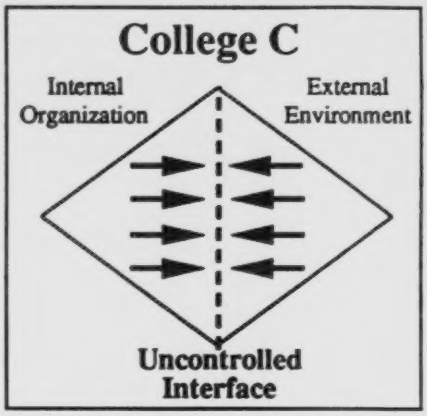
These general conclusions reveal significant disparities between the paradoxical, multi-purpose nature of community colleges and their internal organization. The capacity to adapt through the presence of paradox is a critical difference between institutions that are effective and others which are not effective. Organizational theory informs us that in periods of turbulence, adaptive institutions are organized as "open systems." As open systems community colleges encourage faculty and staff to interpret the environment and to participate in decisions thereby leading them to contribute more energy to the institution, (Katz and Kahn, 1978). In a "closed system", community colleges focus more carefully on the pursuit of internally defined goals with faculty and staff acting in accordance with organizational desires advanced by leaders. Motivation suffers if participation in decision-making is constrained.

As motivation declines, staff withdraw effort from the institution and diminish its ability to adapt.

One can argue, then, that staff involvement in planning and decision-making is an important ingredient in community college effectiveness. This ingredient is present in a college (College A) whose staff work together to map the future through strategic planning. That is, at different levels in the organization faculty and administrators come together to scan the environment, assess institutional performance, and identify priorities to position the institution in the best way with its environment. However, over-emphasis on control by a few at the top of an organization (College B) can produce stagnation, frustration, and loss of morale. This situation can be observed routinely in community colleges where administrators make top-down decisions and seek input from certain few staff members. On the other hand, random participation of faculty and staff in planning and decision-making (College C) can create confusion, wasted effort, and a loss of direction. It is balance between participation and control in a carefully considered administrative structure that empowers community colleges to adapt to the environment.


College A
Internal Organization
External Environment
Balanced Interface


College B
Internal Organization
External Environment
Restricted Interface


College C
Internal Organization
External Environment
Uncontrolled Interface

This balance is not in place in many community colleges. Too many have administrators who are interested in building linkages with community organizations but have lost sight of the need to more fully utilize human resources within the college. Community colleges desiring to become more effective must find ways to accentuate paradox using the full resources of the institution. This can be accomplished through fundamental changes in management and governance. What are these changes and how will they affect the institution?

Management and Governance. Having been propelled for nearly three decades by growth, community colleges have taken on the image of high achieving service institutions. This image has both pluses and minuses. On the "plus" side, growth as a measure of success is easy to document and communicate to external groups. On the "minus side", continuous emphasis on growth constrains the need for strategic planning. Lacking data about trends in the environment and college performance, leaders choose to maintain breadth in the college's programs and services as insurance against the potential effects of change. This is expensive in terms of dollars and human resources. It means more programs, more services, more staff, and a higher fixed cost commitment.

Community colleges seriously interested in improving effectiveness engage in strategic planning. Planning worthy of the name empowers faculty and administrators to identify forces and trends in the environment which require change in order for their institution to adapt. Adding new programs and services, retooling and deleting old ones, changing program priorities—these are the changes that bring the colleges into line with their environments. They reinforce paradox by freeing-up resources or adding new resources which enable colleges to "turn on a dime" as market conditions dictate.

To be worthwhile, planning must be done at all organizational levels and must involve those who will implement policies, develop programs, and teach classes. Effective colleges will implement systems for continuous environmental scanning, performance assessment, and planning at all levels. In the process, faculty roles and workload will change. Tomorrow's faculty members will do more than teach. They will forecast market conditions, plan and evaluate curricula, conduct research on student outcomes, build marketing and recruitment plans, lobby private-sector markets for resources, and perform other management functions as necessary to improve program performance. Collective bargaining contracts will be rewritten to simultaneously change the nature of faculty workload and maintain continuity in faculty and administrator roles.

Assessment. While the current study reveals general agreement concerning the need for more entry and exit assessment of students, there are some who view assessment as costly. Simply put, they feel that the time, dollars, and expertise required may exceed the benefits. Such a one dimensional view reflects little recognition or understanding of the importance of information about student aptitudes, performance, and outcomes in planning and decision-making. This assumption needs to be challenged directly in community colleges. Colleges which define effectiveness in terms of the presence of paradox are complex in purpose and performance. To build understanding and support among constituencies they need to be cognizant of student outcomes, the relationship of these outcomes to aptitudes at entry, and the overall benefits of college attendance. Not only must these institutions be aware of their effects on students, but they must be able to view them from the perspective of different groups.

To improve effectiveness, community colleges need to build assessment programs that ask and answer important questions. Some of these questions are:

What is the societal context for student outcomes?

- How many and what types of jobs will require a certificate, an associate degree, a baccalaureate degree?
- For which students are academic degrees necessary and appropriate?
- How do trends in technology, the economy, and the labor market affect student educational and career goals?

What are the educational and and career goals of entering students?

- How many students plan to obtain / not obtain a certificate or associate degree?
- How many students plan to transfer, to complete a baccalaureate degree or advanced degree?

How many and what types of students transfer or graduate with a certificate or an associate degree?

What near-term outcomes (1-3 years) and long-term outcomes (more than 3 years) do community colleges produce with students in work and further education?

What is the level of satisfaction among different groups (alumni, business and industry, four-year college faculty and administrators, elected officials, etc.) with the outcomes of community college education?

These are the types of questions that community colleges must address in the coming years. Many institutions have begun to think ahead in anticipating calls for information about student success. But assessment programs have yet to be developed that will consistently yield information precisely and comprehensively enough to satisfy important audiences.

Teaching and Learning. Criticism of community college performance in facilitating transfer and baccalaureate degree completion has mounted in recent years, fueled by articles and reports describing academic preparation in community colleges as less than adequate to ensure student success through further education. Faculty and administrators find themselves embroiled in a controversy: the community college experience may actually perpetuate rather than ameliorate social stratification.

The basic problem is one of institutional effectiveness promoted through teaching and learning. Rightly or wrongly, community colleges are under pressure to make fundamental changes in curricula and strategies for teaching and learning to produce students with cognitive skills that meet the requirements of baccalaureate degree granting institutions, business and industry, and others. The key lies in standards for curricula that must be adopted and enforced. The difference is the distinction between a design standard and a performance standard.

Design standards are put together on the assumption that there are certain ingredients in curricula that are configured in some preordained way. Course content, knowledge and skill requirements, instructional methods and materials, etc. are initially determined by faculty using routinely available sources of information. The emphasis is on process and adherence to published guidelines, not so much on student performance. Design standards are reinforced when external groups serving in an advisory capacity are accorded a lesser role as programs reach maturity. Teaching and learning takes place in a context progressively more isolated from external markets, thereby undermining effectiveness.

By contrast, a performance standard is constructed with certain clear cut criteria and objectives that must be achieved by variable means. A performance standard permits faculty and administrators who construct curricula the opportunity to build creatively, working closely with external groups and organizations that receive the products of education. The focus is on outcomes that will meet the knowledge and skill requirements of these organizations.

Community college curricula must be organized to satisfy performance standards. High performing institutions—those distinguished by the presence of paradox—determine constituency needs and preferences and then change programs accordingly. To improve effectiveness, community colleges must work directly with representatives from external organizations to identify performance standards and then figure out how to develop curricula and teaching/learning strategies to meet these standards. The key is setting up assessment methodologies and incentive systems to embed performance standards in curricula and to encourage change in teaching and learning to produce desired cognitive skills.

Leadership. The next generation of community college leaders will be more specialized in terms of the background and experience they bring to the job. Many will have toiled in particular roles beneath the president over a period of years before assuming the CEO role. For this and other reasons, their understanding of organizational dynamics will be fragmented. They will have a greater tendency to see the college as a collection of pieces and they will lack a global understanding of the community college as a social institution in American society.

The impact of specialization will be felt throughout the community college. It will affect curriculum, enrollment, and public affairs policies as well as financial management. Leaders lacking a conceptual understanding will experience difficulty in positioning the institution for maximum gain with its constituencies. They will also be vulnerable to critics who use personalized conceptions of the community college as a platform from which to evaluate effectiveness.

What can community colleges do to blunt the negative effects of specialization and the prospect that the next generation of leaders may not be able to perform to an expected level. There are strategies for leader preparation that make a difference. Indeed, strategic thinking applied to the development of leaders has never been more important than at the present as all institutions are vulnerable. Community colleges, in which effectiveness is dependent on paradox, must have leaders who can communicate in language easily understood by the public. While a supply of leaders with conceptual and communication skills will exist in the future, it will be a small supply.

There are many strategies that can be used to develop leaders with these skills. We must be extremely cautious that, in developing leaders who understand and have the ability to interpret effectiveness, we do not seek quick-fix solutions. The following recommendations are made.

1) Introduce future leaders to concepts of organizational behavior, dynamics, and culture at an early stage in their development. Community colleges are unique in mission, service region, and institutional / environment linkages. They need to be understood as such by those in leadership positions. Expecting leaders to understand this uniqueness by virtue of experience without exposure to important general theories in the social sciences may be unrealistic. There is a role for graduate education in the preparation of community college leaders.

2) Emphasize to leaders the importance of institutional culture, and historical antecedents of culture. There has been much criticism about leaders who make changes without understanding the culture of the institution and how it evolved over time. Leaders who understand how effectiveness works and have the capacity to improve effectiveness will be firmly grounded in the culture of the institution.

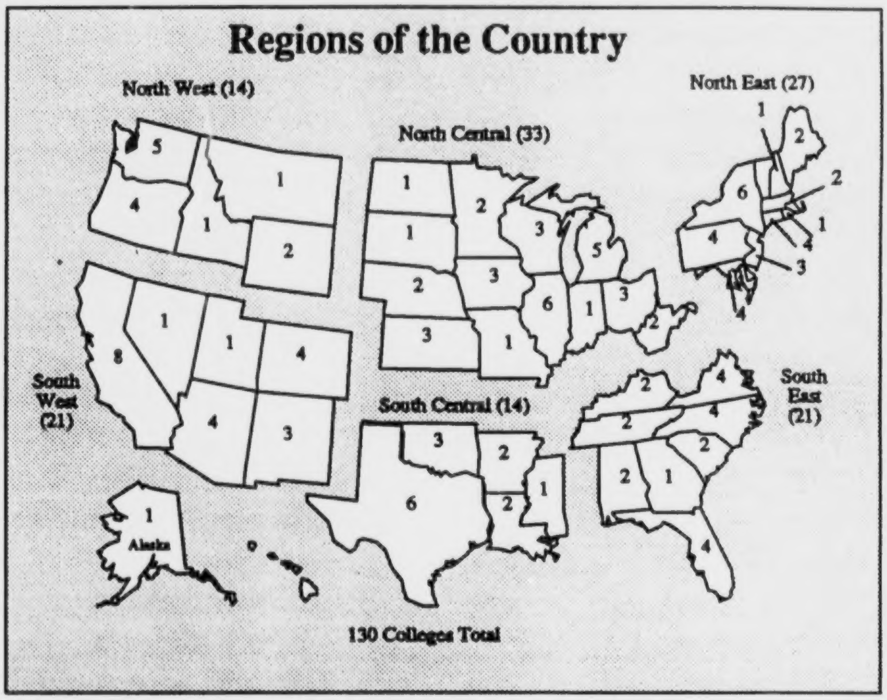
3) Avoid the harmful effects of specialization by exposing leaders to the broad scale of community college operations at an early point in their career. This can be accomplished through staff development, mentoring, job rotation, etc. The important thing is that it is done.

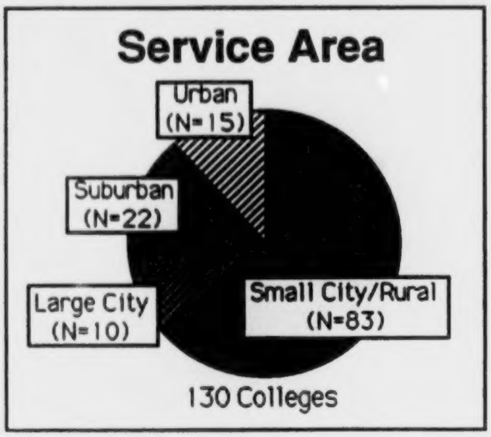
4) Increase awareness of the implications (for effectiveness) of a comprehensive mission by providing opportunities for leaders to interact with important publics at an early stage in their development. Close contact with groups holding different values and expectations for community college education will undoubtedly sensitize leaders to the different ways that effectiveness can be interpreted. It will also guide them in efforts to manage and improve effectiveness through understanding paradox.

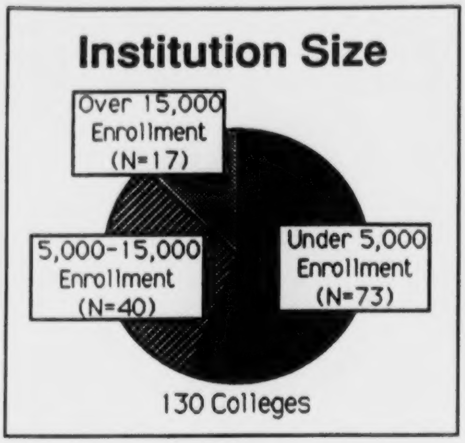
None of these recommendations calls for drastic changes in current methods and strategies for leader development, rather they are aimed at the more systematic exposure of leaders to the factors that determine institutional effectiveness. They take into account the unique context for community college education and the role of leaders in interpreting the the institution to important publics.

Participating Institutions and Study Methods

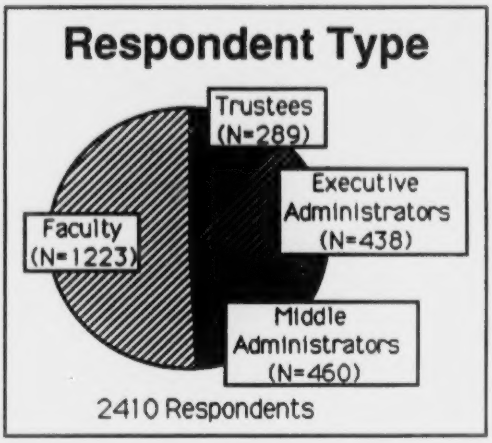
The study sample consisted of 170 community colleges in all 50 states selected to proportionately represent the national distribution of colleges by size (enrollment), service region (small city / rural, large city, suburban, and urban), and geographic region. Of this number, 130 colleges (76%) participated in the study. The distribution of institutions by geographic region, service area, and size is shown in the accompanying graphs. A total of 32 individual survey instruments were sent to each college to be distributed to four different groups: trustees (7), executive administrators (5), middle administrators (5), and full-time faculty (15). A special effort was made to distribute faculty across occupational / career and liberal arts departments within the participating colleges. A total of 2,410 useable surveys were returned (44% response rate). The group response rates by category were: trustees 48%, executive administrators 52%, middle administrators 54%, and faculty 48%. Not all colleges had a full count of positions in each category which had the effect of understating the response rates.


Regions of the Country


Service Area



The strategy for research was to determine the context for effectiveness by examining staff perceptions of organizational behavior. Different groups were surveyed to obtain their perceptions in key strategic decision areas. Next, their idealized conceptions were measured to determine the "match" between actual and ideal organizational behavior in key decision areas. The existence of a "match" was interpreted as evidence of organizational behavior that could be expected to endure over time. Thus, if evidence of paradox was found both in the actual and in the ideal, it could be said to be a durable attribute of organizational behavior.



Conclusion

Words such as turbulence and change describe the environment for the coming decade. This is a time for community colleges to build and operationalize meaningful interpretations of effectiveness and to communicate them to the public. It is certainly not a time to accede to narrow interpretations of performance that misrepresent the comprehensive mission, however strong the critics' claims. Nor is it a time for conducting haphazard assessment of institutional performance that does not take into account fundamental principles upon which community colleges are organized. This is a watershed time when the future of many community colleges could be profoundly affected both by conditions in the environment and the way in which they interpret themselves to the public.

There are steps that community colleges can take to improve effectiveness. Viewing effective performance as linked to the presence of paradox, colleges can organize themselves to manage paradox through improved systems of management and governance, assessment, and teaching and learning. They can also do a better job of preparing leaders. Involving faculty and staff in planning and decision-making may well be the most important challenge for improving effectiveness. Community colleges must constantly pose the question—What constitutes effective performance?—and then put into place programs services and delivery systems that will help to meet that objective. This is an ongoing process, one that requires a meaningful conception of effectiveness. The work has just begun.

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CHAPTER 3

Texas Academic Skills Programs

TEXAS ACADEMIC SKILLS PROGRAM

Dan Angel

Austin Community College

This was the text of a speech given at the summer Institute co-sponsored by the Community College Consortium: The University of Michigan, The University of Toledo, Michigan State University and the Consortium for Institutional Effectiveness and Student Success held in Chicago in 1989.

Today, my task is to share with you the new Texas Academic Skills Program (TASP). I'm going to try to take you through a series of events: First, a very quick look at the national circumstances that eased us into this scenario in Texas. Second, we'll take a look at the enabling legislation. Third, we'll walk you through the test and tell you what it means, what the pieces are, and who has to take it. Fourth, I'll cover what I consider to be the benefits of the program and some of the shortcomings. Let's begin with the national setting for the test. I'd say that all of us can clearly identify growing evidence and concern across the country regarding student performance that was initiated back in 1983 with a Nation at Risk. Within a couple of years, the high school focus had switched to colleges because of a national concern with college attrition, adequate preparation, and a loss of social and economic opportunity for many.

The state of Texas hired National Evaluation Systems of Massachusetts to develop the test. NES will "conduct continual development, improvement, and modification of the Texas Basic Skills testing program until June 30, 1995." Before I get into further detail, I should share what my involvement with TASP has been for the last 18 months. I've been involved in six significant ways. I served as the chairman of the Texas Public Community and Junior College Association Oversight Committee; I presented TPC/JCA testimony before the Coordinating Board; I was involved in co-hosting a statewide conference on TASP; I hosted a two-hour television show that was done throughout the state of Texas regarding TASP and its implementation; I chaired a faculty development committee on the expected shortages of reading teachers; and I was a member of the advisory committee that set the distribution formula for money. What is the TASP? Most definitions would go something like this. TASP is an instructional program that has a testing component. It is designed to ensure that all students attending public colleges and universities have the basic reading, mathematic, and writing skills necessary to perform effectively at the college level. If you don't pass all three sections of the test, you must take remedial education. That is different from the New Jersey system which offers assessment without mandatory follow through. In Texas you must take the test and you must take remediation until you pass that particular section of the test. Who takes the test?

Generally, all entering first-time freshman who are going to a public institution in Texas, more specifically, five groups are affected: 1) students enrolling in a college-level degree program, 2) people who are getting a certificate program that contains more than nine units of general education (defined in Texas via the Southern Educational Regional Board),

3) anyone transferring to Texas and enrolling in a public institution, 4) anyone entering an "upper division" institution, and 5) people going into teacher education. Who is exempt? There are two major groups that are exempt from the taking test. One is the so-called "grandfather" group. This is the usual procedure when you try to make it as comfortable as possible to begin something new. We did that in a easy way in Texas. We said that anybody who takes one college-level course before August 31, 1989, is exempt from taking the test forever! Consequently, we have a lot of students in summer school this year! A Austin Community College our typical summer school is about 10,000. This year we have over 12,000 students, and I'd be willing to wager that about half of our new students are there because they want to avoid TASP. As a matter of fact, when we were talking to high schools in the Austin area, we found that the most known fact of the new test was that you could avoid it by taking a class this summer. Even my son caught on to that and he's only in the 10th grade. The other major exemption has to do with programs that are "certificated." Many of the community college people had strong objections to vocational-technical students taking a test like this. Therefore a significant compromise was reached. If your program is vocational-technical and has less than nine hou8rs of general education, you don't have to take TASP. When do you take the test? I've already said that students coming to college for the first time are going to have to take the test. But, of course, there are always exceptions to the general rule. Texans will have two choices: 1) you take the official form before you finish nine semester hours of college work, or 2) you take the unofficial campus form at your local institution before the conclusion of your 15th hour of semester work.

What are the penalties? First, if you haven't taken the official version by either the 9th or 15th hour time limit, you are not allowed to take any further college-level courses. Second, if you fail any one of the three portions of the test, you must take remedial education and you have to be "continuously enrolled." Now that may be a credit course of one, two, or three hours or it might be a non-credit course. Whatever the case, you must be enrolled in some kind of continuous remedial education in the area of the test that you failed.

A third stringent penalty is that you can't graduate without it. You can't get a baccalaureate degree without passing this test; you cannot graduate from a community college without passing this test. So the penalties are severe. That's who, how, what, where, and when. Now let's talk about the test itself. If you are going to take this test, here's what you are going to be facing. First, you're looking at a four-hour time commitment. Next, there will be three areas of test content: reading, mathematics and writing. The reading section is composed of 36 multiple choice questions that test six separate skills. The math test is made up of 36 multiple choice questions that test ten separate skills. (Out of those ten components in the math section, only two deal with general math, the rest deal with algebra and geometry.) The writing area has 35 multiple choice questions and also has a 300 to 600 word writing sample.

ISSUES

In general, 70 is a passing score. That number has been very controversial in Texas. A lot of people in our state think that is too high, many others feel it's too low. Another controversial issue was how much the test costs. Originally, the test was going to cost $29 and that cost was very unpopular in community college ranks. Eventually, we were successful in getting it lowered to $24 for the official version. The unofficial version is a maximum of $3. (The actual fee is at the option of the local institution.) A third big issue was where and how frequently the test would be given. Eventually, it was decided that official tests would be given five times a year at about 100 locations.

FIRST TEST EXPERIENCE

The first time that TASP was given was on March 4. We were predicting that thousands of students would come out and take it, but only 8,000 students throughout the state materialized. The results on that first test seemed comforting. Headlines all across the state proclaimed: "81 Percent Pass TASP." But the results were also deceiving. Of the 8,000 students who took the test, 75 percent were already college sophomores or juniors. Many others were high school honor students. Only six percent of the students who took the test said they intended to go to a community college. On June 10, the second test day, about 9,000 students took it. So far, the Coordinating Board has not released any information at all regarding that group. The other tests dates this year will be July 29, September 30, and November 18.

TEST DEVELOPMENT

During our development of TASP, we brought people in from other states to tell us what they were doing. Most of the discussion focused on Florida and New Jersey and our test is really a combination of what's happening in these two states. We have a basic skills (New Jersey focus and a rising junior feature (Florida's focus).

COMMUNITY COLLEGE INFLUENCE

Texas' 49 community colleges were heavily involved in trying to secure major changes as the TASP test developed. It was hard for a while because there was no way to tell who was in charge. By June 1988 we had secured five major concessions.

1) The grandfather provision.

   Our concern was that there would be so many people the first year who would have to take the test that we wouldn't have the money, the staff, or the time to deal with them. So we wanted it delayed somewhat or softened. Our other fear was that legislature was not going to come through with enough money to handle that volume of people and we were right on both counts. So the grandfather provision was very important to allow us to take a lucid beginning.

2) Two Test Forms.

Let me tell you what our situation was back then. We had thousands of students who were going to come to our institutions. They were going to arrive without taking the test and the game plan was that we'd have the test results back in only 6 weeks. That time lag meant the information was useless for first semester placement. What were we going to do with students for a whole semester if we had them in the wrong courses? That made no sense at all. Finally, we came up with the two test forms.

3) Reduced Test Cost.

4) The 9 to 15 Rule.

It doesn't make sense to enroll students in remedial educational courses and test them before they have time to learn.

5) Refocus on Basic Skills

I honestly believe that the impetus for the Coordinating Board was the "rising junior" goal. The basic skills were kind of an afterthought.

BENEFITS

Does TASP have any benefits? I believe there are 12.

1) The diagnostic emphasis.
2) The huge number of people who were involved in developing the test.
3) TASP requires remediation, monitoring, and reporting.
4) TASP offers us a better opportunity for K-12 ties.
5) TASP pushes us toward an "all one system" look at education.
6) The program makes us responsive to the emerging demographic needs of our state.
7) The results will narrow the ability bands of students that we have in our classrooms.
8) The program will increase public confidence if students do well.
9) The testing effort should lead to less legislative intervention.
10) Retention rates will improve.
11) Our degrees will mean something.
12) Our students will be able to "cut it" when they go out into the world.

I believe these 12 things are very positive TASP outcomes and I have, therefore, been an advocate from the beginning. I have always been more interested in making sure it "got done right" than the fact that it was "going to be done." Unfortunately, a lot of people are still in that first category; they just wish it hadn't happened.

REMAINING PROBLEMS

Now in addition to these benefits, I'd like to share with you my perspective of three significant problems that we still face.

1) The process of test development.

I believe the state of Texas probably did that wrong. Policy makers concluded they didn't have enough money to develop the test and hired a national firm to do it. That means that somebody else pays the amount of money for creation of the test, but it also means that our students will be paying more than they should. I don't think $24 is a reasonable cost for community college students to have to pay. And while students will be paying too much, the outside firm is going to make a bundle. I'm not against NES particularly, but I wonder if this was a wise state policy. I've concluded that if you charge $24 A TEST and you stretch this out over 6 years that NES stands to make somewhere between $20 and $40 million for creating the test. I think legislatively you might want to be able to look at something much more advantageous to your state and your students than that.

2) Money

Over the last two years in Texas (1988-89), about $40 million was spent by the state in reimbursing remedial education. The Commissioner's Office this year concluded that since numbers were probably going to double, they would seek double the funding from the legislature for the next two years. When we ended our session, the legislature had cut that number to $22.5 million. Institutionally, few of us were fully convinced that there would be enough in the first place.

Let me give you just one isolated case. Austin Community College had planned to spend about $450,000 in TASP expenditures in 1989-90. And we're going to get only $250,000. That means we're going to be subsidizing that program very heavily.

3) Test Bias.

In our state, MALDEF (the Mexican American Legal Defense in Education Fund) has been very active in challenging the development of this test on five major counts: The importance of multiple criteria, enough money for remediation, the scientific accuracy of test scores, the impact on minority students, and the lack of lead time for developing remedial education courses. These MALDEF concerns are real and we must work diligently to correct any defects.

SUMMARY

The testing issue is here to stay and educators are going to have to deal with that inevitability. I believe the state of Texas has taken a bold and aggressive step in trying to provide its students with the help they need to be successful. Commissioner Ashworth is fond of saying that "this is a test not to sort people out, but to sort people in." I support the decision to have TASP in Texas, both as a college president and as a former state legislator. Why? There are five compelling reasons: 1) There is an abundant supply of information that shows our students are not adequately prepared. I don't think that is deniable; I don't think any of us can sit there and say that isn't true. We have to come to grips with the fact that our students are unprepared. 2) The demographics of our nation should be a driving force that supports a state-wide testing program. 3) There is a strong economic need in terms of job preparation and world competition. All the information that I have seen indicates that people are going to need more skills in the future even for jobs that are not particularly high pay ing or high up the administrative ladder. 4) We need people in our democratic society who can function, not be functionally illiterate. 5) There is a purely humanitarian basis. The Texas TASP isn't quite the two-step...but it's the right rhythm and beat!

CHAPTER 4

Institutional Effectiveness and Student Success: Where Do We Go From Here?

INSTITUTIONAL EFFECTIVENESS: WHERE DO WE GO FROM HERE?

Dr. Paul E. Kreider
President
Mt. Hood Community College

I am pleased to have the opportunity to make closing remarks to the participants of this outstanding summer institute. Our theme has been "Institutional Effectiveness and Student Success: Transforming Community Colleges for the 1990s." Through the efforts of the Consortium, we have come a long way in a short period of time.

In April 1987 I proposed to the AACJC board of directors that strong leadership must be given to issues around effectiveness, assessment and student outcomes. In August 1987 I made a presentation to the AACJC board of directors titled "Seizing the Agenda: Institutional Effectiveness and Student Outcomes for Community Colleges." In 1988 the theme of the AACJC annual convention was "Assuring Student Success" and new AACJC policy statements have been developed on access, assessment and student outcomes.

This summer institute in my judgment has been a remarkable program. The round tables, the exemplary practice sessions and our presenters have demonstrated accomplishments and new directions for each of us. I would like to briefly describe the major themes and directions.

1. **The Expanding Comprehensiveness of the Community College Mission.** It is obvious to me that community colleges are renewing and expanding their comprehensiveness. We have heard a clear sense of mission described in our exemplary practice sessions. An example of this is the "Vision 2000 Academic Master Plan" of Amarillo College. They have specified specific future direction strategies devised to ensure success for quality teaching and learning. There has been significant emphasis upon embracing diversity, institutional purpose and performance.

2. **Progress with Process.** I am encouraged with improvements that we are making in the understanding of process concepts. We have seen demonstrations of tools and process which suggest ways to focus, to identify and to describe. The institute has helped us with our definitions. Words like "assessment," "outcomes," "accountability," "accreditation," "effectiveness," and "student success" are beginning to involve everyone in planned focus, interdependence, institutional review, improvement and vitality.

3. **Focus on Student Success.** President James Catanzaro of Triton College, in his presentation, said, "It has become increasingly apparent that the ultimate measure of institutional effectiveness is student success. A concomitant recognition is that student success derives from the total experience in a community of learning, not just formal classroom and lab exposures."

Student success has been designed in terms of the 'value-added' to the student throughout the educational experience. One of our institutions described their college as "future land for students." For them there are no drop outs. Their drop outs are people who are not currently with them. The institutional attitude is that "you are still part of us while you are gone."

Dr. Kay McClenney reminded us that the people who sit in our classrooms care about their success, and community colleges have uniquely demonstrated that they too are caring, serving and supporting institutions. Our institutions have demonstrated the development of tracking systems for students with designs to include information regarding student intentions and specific student outcomes.

4. **Focus on Teaching and Learning.** Florida Junior College at Jacksonville described for us the Center for the Advancement of Teaching and Learning. The center focuses upon classroom research projects that lead to advising and innovative teaching and learning strategies. One result has been to ensure successful and effective development projects.

   I was greatly impressed with the presentation made by the demonstration team for the College of DuPage titled "Celebrating Great Teaching." As I listened to their presentation, I recognized again the potential for great teaching and learning. The College of DuPage team described how they have overcome a sense of faculty loneliness and resistance and developed a real sense of community. Thus, they have met with great success in professional development and curriculum development. We recognized that developing staff, full and part time, is a major challenge for success in the teaching and learning environment. Demonstrated in some of our sessions were programs which have empowered staff for leadership which have become "ensembles" for effectiveness in our colleges.

In summary, we have learned much from one another during this institute. It is my view that we are all learning how to more effectively strengthen our people, our systems and processes and even our structure to better guarantee effectiveness. People not only have a need to know and participate, they have a right to need. Also, we all have a need to share. I want to express deep appreciation to each of you who have shared with us so magnificently. You have truly created for us new opportunities, new ideas to carry forward in the work of our institutions. With this kind of sharing, we will be together a more effective movement throughout the nation.

EXEMPLARY PRACTICE AND ROUND TABLE SESSIONS
INSTITUTIONAL EFFECTIVENESS AND STUDENT OUTCOMES

CHAPTER 5

Connections for Student College Success and Institutional Effectiveness

CONNECTIONS FOR STUDENT COLLEGE SUCCESS AND INSTITUTIONAL EFFECTIVENESS

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INTRODUCTION

Human history is a fascinating study of the rise and fall of institutions or organized systems. Yet, we still do not fully understand what elements truly sustain a vital, healthy, thriving institution and what drives organizational apathy and decline. Certainly these questions are relevant to community colleges. The Commission on the Future of Community Colleges (1988) noted that between 1965 and 1975 enrollment at community, technical, and junior colleges grew by 240 percent. Community colleges now enroll 51 percent of all first-time entering freshmen and comprise the largest sector of higher education in the United States. Nevertheless, many community colleges have experienced fluctuating enrollments, tightening of resources, changing student needs and intents, and changing demographics. Community colleges find themselves faced with the challenge of redefinition and planned change to remain vital, strong, and effective. It is in this context of dynamic change that Mt. Hood Community College has approached the issues of institutional effectiveness and student success. Clearly, the central purpose of a community college is to serve students' educational goals and needs. Given such a purpose, the effective community college is one which creates a total organizational system where student achievement and fulfillment does happen. In this paper we will illustrate Mt. Hood Community College's efforts to understand and serve student success through effective organizational processes.

Student Success

One of the most difficult questions to answer about a community college involves describing and explaining what constitutes student success. Persistence and completion rates are difficult to describe accurately due to the large part-time student population and the diverse needs and objectives of individuals enrolling in community colleges. As a consequence, an increasing number of community colleges have found a partial solution to this problem by focusing on student self-reported goals rather than institutional assumptions about why students enroll. This section describes how MHCC systematically collects, reports, and utilizes student goal data in tracking and monitoring student success.

Since fall 1983, the admissions and records staff at Mt. Hood Community College (MHCC) has been soliciting educational intent data from every student as part of the student registration process. Information collected was kept brief and concise to have minimal impact on the speed of on-line registration. Five items are collected an updated on term by term basis:

1. educational goal: take one class, take a few classes, earn one-year certificate, earn two-year degree, earn four-year degree, earn GED, or other.

2. occupational goal: get a job, enhance current job, get a better job, personal enrichment, explore career, or other.

3. prior education level: less than high school, GED, high school, two years of college, 3 years of college, certificate, associate degree, bachelor's degree, or master's or above.

4. duration: one quarter only, two quarters, one year, two years, three years, or more than three years.

5. employment status: full-time, part-time, or not employed.

Table 1 provides a profile of MHCC students in fall 1988 based on the above data elements and other demographic information. Since the college began collecting this information and within a growth pattern in total enrollment, there has been a relative decline in the percentage of students seeking a formal degree and and relative increase in the percentage of students with the intent to enroll in only one or a few classes. Correspondingly, the percentage of students enrolled for 3 or less credits has increased while the percentage of students enrolled for 10 or more credits has declined. Not surprisingly and during this same period, the percentage of students 30 years of age or older has increased from 39 to 47 percent.

In addition to an institutional profile and after the first week of instruction, when the majority of class "add" and "drop" activity has been processed, an individual course profile report is generated and distributed directly to the instructor of each course. In addition to summary statistics for the intention and background questions described above, the course profile includes the average GPA of returning students, the five most often occurring student-declared majors, the average age of students in the class, and other demographic data. This class "snapshot" enables the faculty member to tailor the class to the unique needs of these particular students. For example, a composition instructor might discover by way of the report that many students in the class are history majors. The instructor then might decide to encourage papers related to history, the students' identified major. Other instructors have used the report as the basis for class discussion. In this case, the information acts as a catalyst for engaging students about their goals and aspirations, and how the particular course fits into those plans.

TABLE 1. Profile of MHCC Students
Fall 1988

Total Enrollment (4th week)	11,430

GENDER (N = 11,430):

Male	4,860	42.5%
Female	6,570	57.5%

AGE (N = 11,331):

17-19	2,449	21.6%
20-29	3,535	31.2%
30-60+	5,347	47.2%

ATTENDANCE (N = 11,430):

In-District	8,239	72.1%
Out-of-District	3,191	27.9%
Day Attendance	8,105	70.9%
Night Attendance	3,325	29.1%
Part-Time	8,050	70.4%
Full-Time	3,380	29.6%

CREDIT LOAD DISTRIBUTION (N = 11,430):

0 Credits	3,395	29.7%
1 - 3 Credits	2,414	21.1%
4 - 9 Credits	1,786	15.6%
10 - 17 Credits	3,562	31.2%
18 + Credits	273	2.4%

EMPLOYMENT STATUS (N = 10,407):

Full-Time	3,752	36.1%
Part-Time	3,272	31.4%
Not Employed	3,383	32.5%

EDUCATIONAL GOAL (N = 10,818):

One/a few classes	4,479	41.4%
Earn a MHCC degree	2,721	25.2%
Earn a GED	323	2.9%
Earn a 4-year degree	2,648	24.5%
Explore/Other	647	6.0%

ULTIMATE MOTIVE (N = 10,861):

Job related	4,177	38.5%
Personal Enrich	3,139	28.9%
Explore/other	3,545	32.6%

Additional student intentions reports summarized by discipline, by division, and by total enrollment are distributed to area managers. One of the most important uses of the data is in program planning and evaluation. In one case, the computer education department analyzed percentages of new and returning students and found that the largest percentage of new students who had never previously attended the institution were enrolling in classes scheduled over the weekend. This prompted the department to offer even more weekend classes and boosted enrollment in computer education.

Rather than being presented with a broad overview of instructional areas, faculty and managers are able to review and analyze their own discrete programs, courses and student profiles through the individual discipline and course reports.

The Intentions Data System covers more than 90 percent of the students who eventually enroll at MHCC. The resulting information is useful for scheduling, marketing, strategic planning, and understanding attrition.

College staff now understand that fewer than half of all students enrolling at MHCC aspire to an MHCC degree or certificate or to prepare for transfer for a bachelor's degree. This has allowed for student tracking by discrete groupings and more appropriate measures of attrition. For example, each fall term MHCC enrolls over 10,000 different students and annually confers about 500 degrees. These gross figures would suggest an attrition rate of 95 percent! Although those knowledgeable about the community college movement realize the absurdity of such a calculation, the negative political fall-out from such abuse of statistics continues to damage the credibility of community colleges. In reality, only about 2,000 of these students even intend to earn an MHCC degree upon entry. Even after degree-seeking students are identified, the figure has to be adjusted further for changes in student intent among other factors (e.g., vocational technical students are often "hired out of the program" prior to completion due to high labor demand, etc.).

The results of tracking retention by student intentions are presented in Table 2 based on overall institutional retention rates through spring 1987 and 1988 for fall 1986 first-time students. Results are broken down by students enrolled in one or two-year programs and by self-declared student educational goal categories. The institutional summary for program students excludes adult enrichment, vocational supplementary, ABE/GED, and other short-term, non-continuous programs. This reduces the original population of 2,525 first-time fall 1986 students to 1,855. For 1987-88 the population was reduced to 1,781 by limiting to students enrolled in two-year, associate degree programs.

In addition to persistence, Table 2 also reports the percentage of students making "significant progress," which for one year is 27 credit hours earned and a 2.00 cumulative GPA or higher, and for two years, 54 hours earned while maintaining the same 2.00 GPA or higher. This definition of significant progress was developed by a committee of faculty and administrators working with the institutional research office. The standard of nine credits per term is based on a recommended maximum load for a working student.

TABLE 2. Persistence and Significant Progress Rates
First-Time Fall 1986 Students Through Spring 1987 and Spring 1988

Program Category***	Total	Retained	Significant Progress*	Retained	Significant Progress**
		(percentages)			
		SP 87	SP 87	SP 88	SP 88
1 & 2 Year	1,855	52.3	34.6		
2 Year	1,781			31.0	22.7
by educational goal declared fall 1986:					
One or a Few Classes	274	19.7	5.5	10.2	4.0
Certificate (1-year program)	79	50.6	32.9	20.3	12.7
Associate Degree (2-year program)	680	58.4	43.4	36.3	29.9
Bachelor's Degree (lower division)	753	60.0	38.4	34.7	24.0
Other	41	36.6	24.4	17.1	9.8

* First year significant progress is defined as 27 or more credits earned and a 2.00 or higher cumulative GPA.

** Two-year significant progress is defined as 54 or more credits earned and a 2.00 or higher cumulative GPA.

*** Student population limited to those enrolled in programs leading to a Certificate (one-year programs) or the Associate degree (two-year vocational or lower division programs). The total by educational goal is slightly lower than the total population due to missing data.

Of the original 1,855 students, 52 percent were still in attendance spring 1987 with almost 35 percent meeting the significant progress standard. After two years, the persistence rate was 31 percent and the rate of significant progress was almost 23 percent. Not surprisingly, much of the attrition occurs early in the student's program. Of those students persisting through the first year, 57 percent completed the second year and 42 percent made significant progress.

The breakdown of persistence and progress rates by educational goal categories illustrates the impact of controlling for student intentions. Students aspiring to the Certificate or associate degree (primarily vocational majors) or to a bachelor's degree (primarily lower division majors) have higher persistence and progress rates than the overall college rate. This latter rate is lowered by those students with a goal of only one or few courses despite the fact that they are enrolled in a program requiring one to two years to complete. The findings suggest that either the student declared major or declared goal is not reflecting measures sought. Further, complete analysis would require controls for change in major or goal.

Of course, student intent is only one of several variables that need to be incorporated when attempting to measure student success. John Losak (1986) provides an analysis for Miami-Dade Community College based on tracking students for four years. Limited to first-time-to-college, full-time degree seekers, this study revealed a 31 percent graduation rate and an overall 70 percent success rate (still enrolled in good standing or left college in good standing). A similar finding is obtained for the analysis reported here if also limited to full-time students. The inclusion of part-time students, the vast majority, severely complicates the analysis due to protracted and discontinuous enrollment patterns. The key point is that an accurate description of the success rate of non-traditional students requires a fairly elaborate analysis, which explains the relative lack of such studies.

Attrition remains a major problem for MHCC as well as the community college movement as a whole. Of the degree seeking students described above, 50-60 percent are academically under-prepared for college upon entry. Thus, attrition will continue as a major challenge. However, there is little prospect for significantly reducing attrition without an appropriate understanding and measurement of student flow. Student intentions data are a critical element in developing such a system.

Efforts at MHCC to assist under-prepared students are described below in the section, "Intervention in Support of Student Success". Since these efforts are part of a larger program to foster institutional effectiveness, we will first discuss a framework for thinking about institutional effectiveness and the role of faculty development and student success in such a framework.

Institutional Effectiveness

Institutional effectiveness is another descriptive phrase that is difficult to define or explain. Community colleges increasingly have been called upon to demonstrate that they are effective in performing the distinct mission that they or others have set out for them. The term "institutional effectiveness" has been popularized and has become an umbrella phrase for a host of related concepts, including accountability, student outcomes, assessment and various measures of organizational efficiency and vitality.

If organization effectiveness is to be achieved, there must be some sense of what it is--what it would "look like."

There is considerable literature which presents characteristic traits and definitions of the effective organization. Some of these definitions are generic; some are prescriptive; and most reflect assumed values about human nature. Early work in the field of organization development provided the foundation for much of the current thinking about effectiveness.

Richard Beckhard (1969) saw the effective organization as one which strives for goals and plans to achieve goals, where form follows function, decisions are made near the source of information, and communication is open. Conflict is based on issues, not personalities. The organization is an open system; there are shared values, with an emphasis on integrity. The organization and members operate by action research and by feedback systems for enhancement of learning.

An effective organization was described by John Gardner (1965) as one that is self-renewing through recruitment and development of talent; has a hospitable environment for the individual; has provision for self-criticism, maintains fluidity in the internal structure; and has some means of combating those processes which cause "dry rot."

Edgar Schein (1965) talked of the "adaptive coping cycle" by which an organization becomes more dynamic through processing information reliably and validly; encouraging internal flexibility, integration and commitment to goals; and through maintaining a supportive, non-threatening environment.

In his early work in the 1970's, Chris Argyris believed that an effective system must be able to generate valid information, exercise free and informed choices, and generate internal commitment. Fundamental to Argyris' beliefs was the notion of "congruency" throughout the organization, its people, values, and systems.

The complexities of organizational effectiveness have been further sorted out by the contributions of Kim Cameron (1980). Cameron pointed out that criteria for effectiveness will differ from one organization to another, particularly in comparing profit and nonprofit organizations. To accommodate differences, he suggested that effectiveness might be determined by the organizations's ability to fulfill goals, to acquire resources, to operate smoothly, or to serve special interest groups in a satisfying way. Each of these capabilities can be seen as a distinct model.

In addition, Cameron and David Whetten (1983) designed evaluative questions to guide research in the determination of organization effectiveness. These questions highlighted the myriad variables to be considered, such as differing domains, time frames, types of data, referents, levels of analysis, and differing purposes for judging effectiveness.

When Cameron examined institutions of higher learning in 1976 and again in 1980, he developed nine major predictars of organizational effectiveness. He used criteria specifically related to institutions of higher learning rather than the generic or universal criteria used to describe all organizations. However, dimensions of universal criteria were included, such as "organizational health" meaning vitality in the internal processes and practices of the organization; and "system openness" related to the organization's interaction with and adaptability to the external environment (1978, 1980). Four of the nine criteria for effectiveness were student centered: student educational satisfaction, and student academic, career, and personal development. Also he included two faculty related dimensions: faculty (and administration) employment satisfaction, and professional development and quality of faculty. Cameron found that for every dimension of effectiveness, the strategic orientation of managers is significantly related to high scores. He found that a "proactive" management approach to faculty development improved effectiveness. At the same time he found that environmental turbulence was negatively associated with improving effectiveness related to job satisfaction and faculty development. He also noted that unionized institutions were less effective than nonunion. Cameron's work has prompted debate, but it has served to sharpen substantive thinking about colleges and universities as effective organizations.

Throughout the 1980's, the issue of faculty development has been increasingly linked up with the broader view of organizational excellence (George Keller, 1983) and organizational effectiveness (Cameron, 1984, 1986). In Academic Strategy: The Management Revolution in American Higher Education (1983), Keller observed,

> Nothing is so important to a college or university as the quality and vigor of its faculty. Yet several new developments threaten to eat like acid into faculty excellence in the future or require new faculty attitudes and practices (p. 22).

The "new developments" refers to the steady state and declining state of faculty locked in by low mobility, tenure investments, and older retirement ages. Keller called for the development of strategic management principles. He echoed Cameron who found that a strategic orientation by managers was related to institutional effectiveness. Woven throughout Keller's work on strategic management was the central issue of human vitality and competency--that growth and development come from ". . . uncovering, stimulating, or enticing people within the organization to bring new fervor and imagination to their tasks" (p. 97). In a 1985 interview R. Eugene Rice said he found that the most exciting colleges, with excited faculty, were those with creative leaders who "empowered" faculty to try new things, reach across disciplines, and connect with the external world (p. 50).

The shared responsibility of the institution and the faculty for both institutional and faculty vitality was emphasized by Shirley Clark, Mary Corcoran, and Darrell Lewis in "The Case for Institutional Perspective on Faculty Development," (1986). They pointed out that much of the staff development work of the 1970's was designed by those who were not faculty members. Programs did not emerge from the faculty on the basis of felt needs and addressed only pieces of the faculty role, not the whole person, the whole career, or the faculty's relationship with the institution. The authors cited Cameron's work to support the interactive aspects of individual and institutional vitality.

More recently Bland and Schmitz (1988) commented on "faculty vitality" as the new buzz word, replacing faculty development. They indicated that "vitality" implies a larger scope, multiple factors, and "systems-level remedies" (p. 191). In short, the notion of vitality takes on organizational implications for effectiveness.

In the literature dealing with recommendations for vitality, Bland and Schmitz (1988) found a recurring linkage between faculty development and institutional mission. However, they cautioned that although administrative support is critical in creating linkage, that support must be balanced by faculty ownership and involvement in the organizational design for vitality.

Finally, the authors emphasized appropriate funding, and an identified "vitality leader who is highly placed, and who is involved in policy-making and credible, comprehensive planning that integrates individual, departmental, and institutional strategies")p. 206).

Increasingly, the literature of both staff development and institutional effectiveness focuses on three elements: (1) a shared understanding of the mission within the organization, (2) development of the effectiveness of each individual staff member, and (3) creation of an organization climate that supports the mission by supporting and nourishing the competence and vitality of the staff.

Consideration of institutional effectiveness can become a complexity of abstractions and constructs. In a search for solutions, literature has emerged, offering what Peter Vaill (1989) calls cookbook, five-easy step, quick-fix approaches. Nevertheless scholars such as Cameron have contributed significantly to the sorting out of models, variables and suggested criteria for colleges and universities. The consideration of our institutions as open systems, with staff vitality and competence as the key to organizational vitality and competence, is rooted in much of the corporate excellence and effectiveness literature of 1980's. More and more these models are trying to address major paradigm societal shifts resulting in turbulence, unpredictability, and chaos within and outside of organizations (Gleick, 1987; Peters, 1987; Vaill, 1989). At stake is the vitality and strength of the human spirit to adapt, persist, and flourish in an unstable, fast-paced, ambiguous environment.

When the AACJC Futures Commission on Community Colleges attempted to bring together the many dimensions of concern for community college effectiveness, it resulted in the notion of "building communities." The

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concept of community was described more as a climate to be created, rather than simply constituencies to be served.

Such a climate would be open, collaborative, cooperative. It would honor and support the human spirit through creation of a community for teaching and learning. To achieve such a climate requires a continual search for the way. Peter Vaill speaks of our reach for ". . . something that pervades, energizes, weaves through, infuses, saturates,. . . our experience" (p. 215) and he concludes "the same spirit does animate the whole." (p. 224)

In looking at many models of organizational effectiveness, it becomes clear that there must be a fundamental concern for the human spirit within the organization. Such a concern will be expressed through a value system that supports and esteems the central humanness within the institution. Mt. Hood Community College has striven to formulate and support such a value system, based on the following principles:

1. Regard for the value, dignity and human potential of each individual

2. Understanding of the organization as an "open system" with all parts interacting and interdependent with each other as well as the external environment

3. Involvement in shared organizational vision, mission, goals and plans

4. Support for open communications based on valid information

5. Openness for flexibility, adaptation, change, self-renewal, self-correction and problem solving

6. Respect for relevancy of diverse views and the expertise of those closest to task

In an effective organization, there will be "congruency" between the values expressed and the systems, behaviors and efforts which occur. At Mt. Hood Community College values have shaped five different dimensions which are key to effectiveness. One is a clearly defined vision of our ideal college supported by a mission that is founded on student success. A second dimension is thematic leadership. Quite simply, thematic leadership means that organizational values are consistently supported, explained and modeled by those in leadership roles. When leadership "walks its talk," trust and confidence can be built. A third dimension is the use of valid information and data. When open systems are established for the free flow of research, data gathering and interpretation, and feedback, the institution is able to learn about itself and perform in an informed manner. When information is screened, withheld, or is chronically inaccurate; members of the organization cannot perform to their full potential and they may experience feelings of alienation and insecurity. A fourth dimension is the use of integrated institutional systems for communication and decision-making. Mt. Hood Community College involves virtually every member of the institution in annual strategic planning.

The strategic plan drives the budget process and provides a guide for setting priorities. Finally, an assessment of the strategic plan is conducted annually to document what worked, what did not, and why. The strategic plan assessment and a staff-designed program review process, and budget analysis provide an informed foundation for future strategic planning.

Such systems are not panaceas for institutional effectiveness. They require continual care and feeding. Staff need encouragement, training and support to participate effectively in the processes. They need an opportunity to evaluate the systems and to help strengthen them. Listening to many voices in the system can create a broader base of leadership. The more organizational members know and understand, the greater contribution each can make to effectiveness. Leadership can emerge in new ways based less on symbolic authority and more on shared expertise. Rather than being centralized, decision-making can be processed through cross-campus groups and ad hoc teams.

Finally, a fifth dimension is institutional commitment to staff and organizational development. Quite simply this means acting upon organizational change plans which continually support the renewal and development of all staff and the vitality of the organization itself. No one person--no one area can flourish if the total organizational environment does not nourish growth, change, risk-taking, creativity and innovation.

Institutional effectiveness is difficult to describe. Nevertheless,we do know that the effective institution fulfills its purpose--its stated mission, cultivates values, functions as an open system, sees out valid information and nourishes human development.

The Connection

In the pursuit of institutional effectiveness and student success, the faculty remain central. In Building Communities, faculty are referred to as the very "heartbeat" of the institution. In the work of Rice (1985), Cameron (1975, 1980), and Bland and Schmitz (1988), faculty satisfaction, faculty development, faculty vitality are directly linked to institutional effectiveness and fulfillment of the teaching and learning mission.

Mt. Hood Community College has had an office of staff and organizational development since 1987. A primary responsibility of the office is to identify the developmental needs of the faculty and to provide organizational support for faculty achievement of personal and professional vitality.

In the mid 1980s, Mt. Hood, like many other community colleges across the nation, faced a professional development dilemma which, in part, persists.

Nationally, faculty demographics reveal a highly stabilized middle to late middle-age profile with relatively little career change or development activity. The Commission on the Future of Community Colleges reports that the average full-time faculty member is 50 years of age and has taught 10 or more years. Within the next twelve years, approximately 40 percent of all community college faculty now teaching will retire. Further, community college teaching is somewhat restrictive in terms of rank, advancement, and variety of curriculum as set by two-year programs and lower-division college transfer work.

Compounding the age factor and limited opportunities for advancement is the tenure dilemma. Rice (1985) noted that as early as 1978 one half of all tenured faculty were under the age of forty, which suggests there would be limited infusion of new faculty for at least 15 years. Rice described dispirited faculty as an institutional problem of major proportions because academic institutions depend directly on a vital dynamic staff to accomplish educational missions. Also, specific surveys, studies, research, and informal speculation regarding faculty development concerns have resulted in repetitive themes and issues. Some of these are heavy faculty loads, lack of variety in teaching assignments, feelings of being "out of touch with technical, career, and academic developments in chosen fields, and the impact of high-risk, poorly prepared students.

A key point in Rice's work is the framing of faculty development as an integrated component of total organizational effectiveness. Within such a framework, the faculty development issue lends itself to the application of organization development processes, including action research, gathering of valid information, diagnosis, feedback, identification of needed change, planned intervention, and evaluation.

At Mt. Hood Community College demographics of the professional staff, in 1988, mirrored national patterns. Out of 194 faculty and administrators, 67 were eligible for retirement or were within five years of eligibility. Over 50 percent of the professional staff had been at the college fifteen or more years and 156 were tenured.

Similar to other institutions MHCC gave some attention to professional development in the late 1970s. However, the 1980s have been characterized by more emphasis on planning, marketing, student retention, and budget concerns. Finally through self-study processes, strategic planning and renewed institutional interest in organizational effectiveness, concerns emerged about faculty development and vitality.

In a commitment to staff and organizational renewal and effectiveness, the institution determined to involve faculty members in expressing and identifying their perceived needs for development. Using action research techniques, a faculty team, defined the research, designed the means of data gathering, interpreted responses, and recommended changes with organizational implications.

Through a series of collaborative meetings, the faculty development team proposed to seek, by way of a survey, verification of the current reality of faculty development within the organization. The purpose of the survey was to gather documented data about the faculty's perception of professional development, the needs, and levels of current resources and organizational support. The desired outcome was valid information about faculty development processes, insights for improved problem-solving and a foundation for future work.

Members of the team designed six areas for questioning:

1. Demographics: Discipline area, gender, and duration of employment.
2. General: satisfaction as an instructor and with professional climate of college.
3. Resources: Professional development activities used within the last three years and level of satisfaction with those activities.
4. Personal Responsibility: Perceptions of degree to which faculty can initiate their own development process and levels of satisfaction with the degree of initiation.
5. Contribution: Perceived contribution of professional development activities to effectiveness as an instructor and to personal growth.
6. Support: Perceptions of colleague and institutional support for professional development efforts and levels of satisfaction with that support.
7. Meaning: Narrative responses to the perceived meaning of "professional development" and personal accounts of what energizes and what drains the motivation for development.

All non-demographic items were rated on a five-point scale with one being low (e.g., very dissatisfied), five being high (e.g., very satisfied), and three being a "neutral" rating. A content analysis of the open-ended verbatim comments was conducted to identify basic themes.

Because duration of employment was repeatedly cited in the literature as a dimension of faculty dissatisfaction, this variable was viewed as key to understanding response patterns. One way analysis of variance was performed on the rating scale items with length of employment as the independent variable.

Results of Faculty Development Survey

Surveys were distributed to 165 faculty in 13 different divisions of the college. Surveys were returned by 129 or 78 percent, with over 50 percent responding from each division. Fifty-one females and 77 males completed the survey. Nearly 50 percent (64) of the responding faculty had been at the college 15 or more years. Twenty-four had been employed 11-15 years, 19 had been with the college 6-10 years, and 22 were newer faculty with 1 to 5 years of service.

The survey included an inventory of possible professional development opportunities. Faculty was asked to identify which they had used in the last three years and to rate level of benefit. The most widely used (93 percent) professional development resource, inservice sessions, was rated the least beneficial (mean rating of 2.55). All other professional development resources supported by the college (conferences, post-graduate work, wellness program, sabbatical, etc.) were perceived as beneficial (mean ratings of 3.33 to 4.55), but exhibited high variance in utilization (10-90 percent). Comments related to these activities dealt with problems of insufficient available funds to support professional development, insufficient knowledge of how to secure and use resources, and perceptions of lack of encouragement and support.

Table 3 summarizes the results for the remaining scale items and the analysis of variance results with length of tenure as the independent variable. The items are listed by the general categories outlined in the previous section (General Satisfaction, Personal Responsibility, Contribution of Professional Development and Support).

The three items measuring level of satisfaction as college instructors and the college's professional "climate" received healthy overall levels of satisfaction with newer faculty showing a significantly higher response at the "very satisfied" level. The subgroup members employed 15 or more years were less satisfied with their roles especially compared to when they first joined the college. These instructors were the "builders," the "pioneers," and the "charter members" of the organization with strong memories of "the good old days."

In exploring perceptions of personal responsibility in their own professional development, respondents indicated they did have, to some extent, opportunities to initiate their own development projects. However, it would appear to be a lonely process. Respondents in all subgroups reported low frequency of interaction with others as a resource for professional development (item #4).

Generally, faculty perceived strong and meaningful relationships between professional development and their instructional effectiveness and personal growth (items #7 and #8). These two items also revealed the least variance by length of tenure.

Respondents addressed perceptions of how their professional development was supported and valued (items #4-#14). Generally, responses to questions about college, colleague, and supervisor support for professional development were neutral to positive. However, the length of employment variable emerged as significant. The subgroup of faculty with 6-10 years of service, although generally positive, showed some significantly lower levels of satisfaction regarding value and support than other subgroups, particularly the newer faculty. The 6-10 year group did not have a strong perception that the college generally valued professional development. Nevertheless, eleven out of nineteen in that group acknowledged receiving some support or a lot of support from the college for their professional development. New faculty were particularly pleased with the perception of value and support from the college, administrators, and colleagues. Administrative supervisors and colleagues were perceived by all subgroups as giving some support or a lot of support.

TABLE 3. Summary of Analysis of Variance Testing with Length of Tenure as the Independent Variable. (PDA = Professional Development Activities)

		N	Mean Rating	F Value
General				
Item 1	Satisfaction with role as a college instructor	127	4.00	3.22**
Item 2	Satisfied as an instructor compared to when first started	127	2.96	3.72*
Item 3	Professional climate at college one in which you can flourish	126	3.25	3.70**
Personal Responsibility				
Item 4	Degree colleagues from other divisions are a resource for PDA	127	2.55	1.72
Item 5	Opportunity to participate in designing own PDA	128	3.44	1.69
Item 6	Can initiate projects for PDA	126	3.23	.53
Contribution				
Item 7	PDA enhanced effectiveness as an instructor	127	3.18	.45
Item 8	PDA contributed to personal growth	125	4.01	.90
Support				
Item 9	Satisfied with resources to support your PDA	126	3.18	2.43
Item 10	College generally values PDA	126	3.60	3.44**
Item 11	College supportive of your PDA	126	3.96	4.98*
Item 12	Administrative supervision supports your PDA	126	4.05	3.90*
Item 13	Colleagues support your PDA	126	3.76	1.83
Item 14	You have been sufficiently recognized for your PDA	122	3.93	2.90**

NOTES

Ratings based on five-point scale from one, very dissatisfied, to five, very satisfied.

All tests based on four tenure groups, 1-5 years, 6-10, 11-15, and 15+ years (3 degrees of freedom).

* = significant at .05 level
** = significant at .01 level

Figure 1 plots the mean ratings on selected items from Table 1 for each of the four subgroups as defined by length of tenure. The selected items are those dealing with general satisfaction with role as an instructor, and perception of institutional and administrative support for professional development (those items statistically significant in the analysis of variance). Except for item #2, satisfaction as an instructor compared to when first started, the general pattern is for the 6-10 year group to be less satisfied than the other three groups. Levels of satisfaction appear to rise for the 11-16 year group and then generally drop off again for the 15+ years group.

If it is assumed that the same pattern depicted in Figure 1 would emerge if the same faculty were tracked over their entire careers, then it would appear that the "roller coaster" is generational. The relatively high levels of satisfaction of the newer faculty would reflect high expectations, with the dramatic decline of the 6-10 year group reflecting the gap between expectations and reality. There would also appear to be a "rebound" effect as reflected in the findings for the 11-15 year group, but the levels do not return to those of the newer faculty.

The survey concluded with four open-ended questions. Respondents were asked to comment on their perceived meaning of professional development, what it should be, what limits their development; what drains their energy, and what kinds of activities would be professionally refreshing.

Comments on the meaning of professional development focused on the importance of acquiring professional competence and high specialized skills within specific disciplines, the importance of effectiveness in the classroom, and having credibility among other professionals. Respondents indicated that caring for psychic and physical well-being as a means of achieving spiritual renewal, energy, and a sense of personal and professional well-being was important to overall professional development.

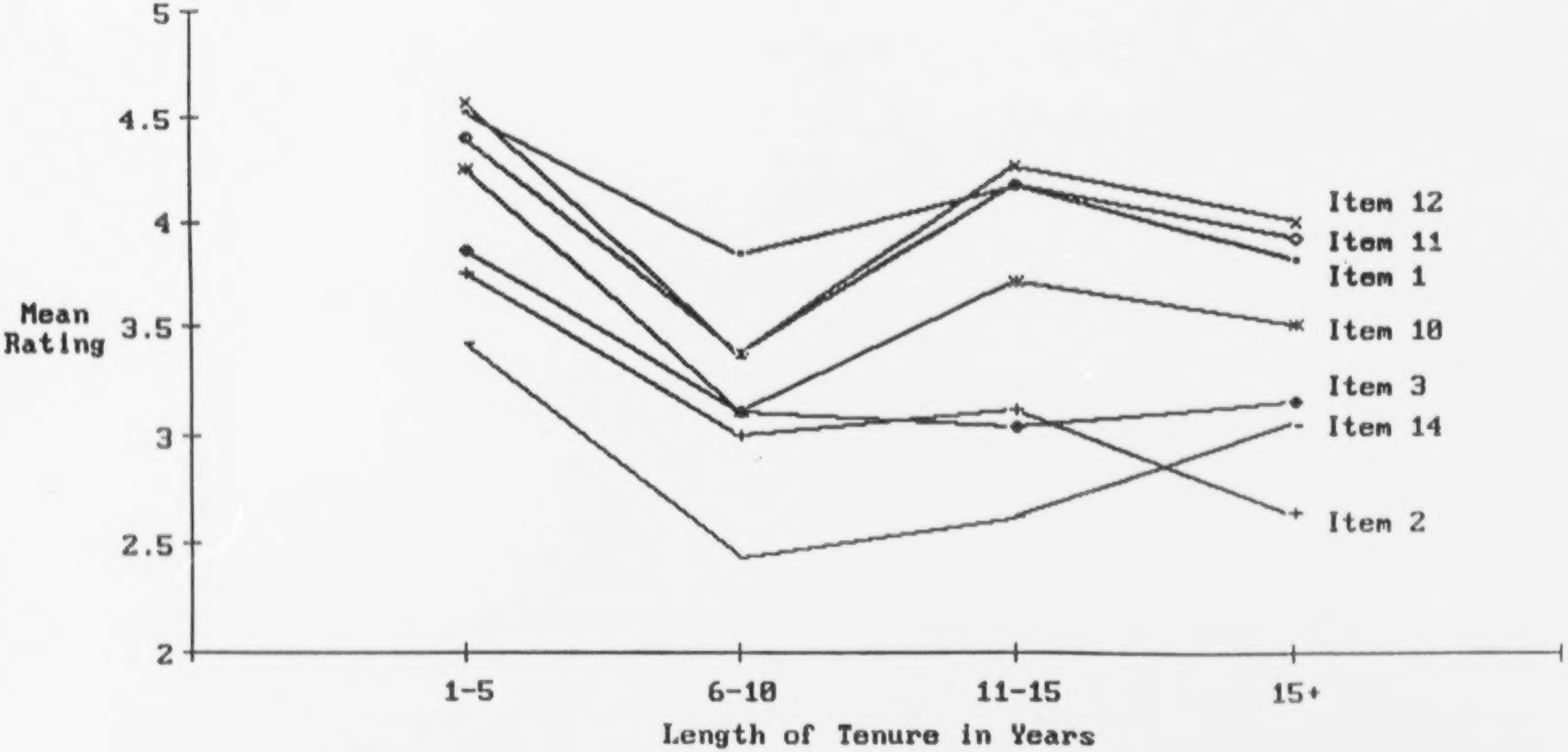
In responding to perceived barriers to professional development, faculty clearly identified insufficient time and money as the dominant limiting and draining factors. Paperwork, meetings, and workloads were cited frequently as time-consuming and energy-draining activities. However, as respondents concluded the survey with perceptions of what would be most energizing and revitalizing to them as instructors, they said, most frequently, more professional and social interaction, more learning and growth opportunities.

Implications

In conclusion, the intervention process revealed a number of general themes about the Mt. Hood Community College faculty:

1. Faculty members do want to be the best they can be out of love for their discipline and commitment to students.
2. Faculty members yearn for an environment which supports pride in teaching and learning and professional achievement.

FIGURE 1. Mean Ratings on Selected Items by Length of Tenure (see Table 1)



3. Faculty look to the organization environment to provide that support.

4. Faculty members value individual freedom and wish to have ownership of their professional destiny.

5. Faculty yearn for a sense of membership in rich, social, professional, teaching-learning communities.

6. Faculty members sustain their energy and vitality through a variety of experiences, and such vitality is not necessarily affected by age or duration of employment.

These themes now can assist the college in strengthening the environment as one in which faculty can flourish and contribute to total institutional vitality and student success.

Continuing the commitment to skill building and learning, the faculty development team received eight hours of training in focus group techniques in preparation for feedback-focus group sessions. Using focus group techniques the team members discussed professional development survey results with their colleagues. In particular they sought recommendations for strengthenin gthe college's annual professional development program. A number of those recommendations were put in place and received positive evaluations. In addition professional development needs were integrated withthe college's strategic planning process, reinforcing an organizational perspective and commitment.

The experience of this project emphasized the essential link between faculty vitality and organizational change for increased effectiveness. At the center of such an intervention are the principles of self-determination, freedom of choice, and achievement of full potential. When this occurs with faculty, the lives of students will be enriched.

Intervention in Support of Student Success

If the path to quality assurance is to be achieved without sacrificing a commitment to access, even greater efforts will be needed to assist entering and returning students who are under-prepared for college. This session will describe various strategies for assisting "high risk" students. A vital link in this effort is the role of the faculty in student advising. Part of the "mythology" of the community college movement is that academic and social integration are not as important to student success as in four-year institutions. The findings at MHCC suggest just the opposite.

In the fall of 1984 the college implemented its Guided Studies program. It was based on the premise that early identification of students with academic deficiencies and appropriate prescriptive classes to remedy those deficiencies, would prevent students from enrolling in classes where predictability of success was minimal. Students are required to take appropriate preparatory classes before entering into other courses requiring higher skill levels. This approach would prevent students from enrolling in classes for which they were underprepared, and would offer them a chance to build necessary skills in order to succeed in subsequent course work.

All students who are registered for nine credit hours or more are required to take the Comparative Guidance Placement (CGP) exam; then, based on test results they are classified in regular student status (no academic deficiencies, as identifiable within the limitations of the testing tool), or in Guided Studies (deficient in one, two or three academic areas: reading, writing, and/or mathematics).

Typically, 50-60 percent of all entering students test below the standards placing them in the Guided Studies program. The enrollment options of these students are restricted to developmental education classes and a few selected courses identified by the faculty as appropriate for students with some or all identified academic deficiencies. Successful completion of the prescribed remedial courses allows the student to move into regular status.

In an effort to determine the effectiveness of this intervention program, a pre- and post-evaluation of the Guided Studies program has been conducted with regard to the persistence rates and academic performance of students placed in the program compared with those of students entering prior to the adoption of the program but with the same academic deficiencies. Follow-up survey results from the first group of students placed in Guided Studies is also reported.

The analysis is based on the student records for 743 first-time students in Fall 1983 who would have been in Guided Studies had the program been in operation, and 563 first-time Fall 1984 students who were the first to be placed in the Guided Studies program. Both groups were tracked for two years.

In terms of demographics, the two groups are similar and, in most cases, similar to the total student population. Average age is 26 with a slight majority of the students female. Almost 90 percent have completed high school or the GED, with about 5 percent without a high school diploma. Although first-time to this institution, another 5 percent have had prior college experience.

Based on their CGP test results, almost 30 percent of the students were deficient in reading, over 40 percent in writing, and over 80 percent in mathematics. More than 35 percent of the Fall 1984 students were deficient in two or more areas.

Within both groups, the students are about evenly divided between vocational and four-year transfer majors, with about 5 percent other (continuing education, adult high school/GED, etc). The total student population has a much higher and growing percentage of continuing education and occupational upgrading students.

In terms of educational goals, a slight majority indicate the two-year associate degree, with the second largest group seeking a four-year degree. Likewise, most of the students attend for job-related reasons with almost a quarter enrolling to explore career direction. Almost 60 percent of the students were employed during their first term of attendance (Fall 1983 or 1984), with about 15 percent employed full-time. Again, and in terms of these characteristics, the students in the two sample groups are not representative of the total student population, which includes a higher percentage of full-time employed, personal enrichment students.

Table 4 describes one- and two-year continuous attendance (quarter system) rates for the academic deficient non-Guided Studies (Fall 1983) and Guided Studies students (Fall 1984). The results are broken down by part- versus full-time credit load, major type, employment status, and cumulative GPA. Although the Fall 1983 students had slightly higher retention over one year, they also had significantly lower retention over two years. Of the Fall 1983 students, 41.1 percent persisted for one year compared to 39.6 percent of the Fall 1984 students. On the other hand, only 18.3 percent of the Fall 1983 students persisted for two years compared to 25.6 percent of the Fall 1984 students. The lower one-year persistence rate of the Fall 1984 students may reflect an initial negative reaction to the restrictions of the Guided Studies program. The lower two-year persistence rate of the Fall 1983 group may indicate that their academic deficiencies eventually caught up with them.

The most significant difference between the two groups is the persistence rate of the full-time Fall 1984 students (over 48 percent compared to 30 percent for the Fall 1983 students). Since the Guided Studies program was primarily designed for the full-time student, this is strong evidence that the program is having its intended effect. Retention of part-time students is problematic since many tend to "stop-out" based on employment and family responsibilities.

Vocational students tend to have higher persistence rates because their goals are more immediate and their community college education is often viewed as an end product. Students with a four-year degree goal can opt to transfer at any point in their community college education and few actually obtain the associate degree. The "other" category is composed of a relatively small sample.

Full-time employment is negatively associated with retention for both groups. The non-employed and part-time employed students had higher persistence rates, and the Fall 1984 group had higher persistence than the Fall 1983 group.

The Guided Studies program has had a major impact on the retention of students with a 2.00 to 2.49 cumulative GPA. Within this category, the Fall 1984 group had a two-year persistence rate of 41 percent compared to less than 19 percent for the Fall 1983 group. That is, the Guided Studies program has been most effective for the less capable and undermotivated student.

Based on T-TEST results for overall quarters of continuous attendance, the higher retention rate of the treatment group is statistically significant (.01). The Fall 1984 group averaged about one-quarter more than the Fall 1983 group.

TABLE 4. Pre- and Post-Guided Studies Persistence Rates
One and Two-Year Continuous Attendance

	Academically Deficient Non-Guided Studies Students First Term Fall 1983 (N=743)		Academically Deficient Guided Studies Students First Term Fall 1984 (N=563)	
	FA83->SP84	FA83->SP85	FA84->SP85	FA84->SP86
	(Percentages)			
TOTAL	41.1	18.3	39.6	25.6
CREDIT LOAD				
FULL-TIME	62.0	29.9	68.5	48.5
PART-TIME	45.8	19.7	30.9	18.7
MAJOR				
VOCATIONAL	46.4	21.3	52.0	35.9
TRANSFER	41.0	17.3	40.0	24.7
OTHER	26.3	12.5	23.8	4.8
EMPLOYMENT				
FULL-TIME	24.5	14.0	22.6	16.1
PART-TIME	42.1	16.2	43.5	28.4
NONE	45.7	21.2	52.8	33.3
GPA				
1.49 OR LESS	27.2	3.9	27.2	7.4
1.50-1.99	47.7	14.0	32.4	19.7
2.00-2.49	50.8	18.5	58.3	40.9
2.50-2.99	72.1	41.7	61.5	48.7
3.00-3.49	58.4	34.4	63.8	37.9
3.50-4.00	60.5	36.8	62.1	40.5

Additional analysis of the Fall 1984 Guided Studies students was made with regard to their performance in developmental education courses. Further, these students were surveyed some two years after first enrollment. The survey instrument asked the students to evaluate their experience in Guided Studies and the college in general, to provide additional background, and to assess their own educational and personal accomplishments. The survey was conducted by mail and telephone with about a quarter of the original 563 students responding. Most non-respondents simply could not be located. About a quarter of the respondents were still attending the college, but only a handful were still in Guided Studies.

Most of the students who enrolled in developmental education courses were successful in completing their remediation (grades of A, B, C, or S, with the latter passing for pass/fail courses). Of those who enrolled in reading (i.e., RD 10), 52 percent passed, 62 percent in writing, and 60 percent in mathematics. Most students also completed their remediation in one term, although as many as 40 percent required two or more terms. Reading required more terms than writing or mathematics.

In terms of their current status in 1987 and as revealed in the follow-up survey, 45 percent were still attending college, either at this institution or another college. Almost half were full-time employed with another quarter employed part-time. Approximately 17 percent were unemployed (excludes those not in the labor force), which is about 10 percentage points higher than the overall regional unemployment rate. Of those employed or attending college, about half were working or continuing studies related to the field of study while at this college.

Since the college in question does not collect data on students high school background, several questions were included on this subject in the survey. A full 38 percent of the respondents rated their high school preparation as "below average" or "very inadequate." Another 33 percent rated their high school preparation as "average," with 29 percent "excellent" or "good." Almost 60 percent of the students reported a high school GPA of less than 3.00. These findings parallel a recent statewide longitudinal survey of high school graduates (ten year follow-up) which revealed a relatively high level of dissatisfaction with high school preparation (Oregon Educational Coordinating Commission, 1987).

Student ratings of the college's Guided Studies program, including orientation, testing and placement, and counseling revealed a high level of student satisfaction. Typically, 80 percent or more of the students rated these services as "satisfactory" or "very satisfactory." Even though Fall 1984 marked the first year of the program, only 30 percent of the students indicated that explanation of the Guided Studies program was "very" or "somewhat confusing."

With regard to actual placement, 90 percent or more of the students agreed with their placement in reading, writing, and mathematics. Similarly, the vast majority of the students were satisfied with the instruction received in developmental education courses. Somewhat contradictory to these findings, almost a quarter of the students indicated that they were placed in courses below their level of ability. Only 10 percent indicated that they were placed in courses above their level.

The more course specific the survey questions became, the more contradictory the results. Only a slight majority agreed with the statement that "instructors matched lessons to their ability." Although only 20 percent indicated that the coverage of course material did not move fast enough, 40 percent indicated just the opposite. These somewhat contradictory findings probably are a reflection of student ratings of multiple courses. Most negative ratings were limited to one specific course.

The restrictive nature of the Guided Studies program was evident from the survey results. Only 20 percent of the students indicated that they were able to enroll in the courses they desired. This is somewhat justified, however, in light of the fact that almost 75 percent of students indicated that they did not successfully complete all the courses for which they enrolled.

Finally, 47 percent of the respondents indicated that they had achieved their academic goal set at this institution. Less than 40 percent indicated that they had achieved their personal goal. Of those who did not achieve their goals, family and work responsibilities were cited as the most frequent reasons.

Despite this intrusive program some students were still not successful, and the research provided little concrete information on why some underprepared students were successful, while others continued to fail. To remedy this information gap, Bentler and Speckart (1981) have recommended that retention rates be examined from an attitudinal and behavioral view, particularly to determine if data collected several years after the outcome influence students perception of past experiences. Following this approach, the research reported here attempts to define, in specific and human terms, the reasons for relative success and failure of high risk students.

Tinto's (1975) theoretical model has been a helpful tool in attempting to understand student persistence. In summary form, Tinto's model specifies that students entering college bring with them a variety of attributes and background characteristics that have an impact on the expectations they hold toward the college experience. These commitments change during the student's stay in college as a result of integration into the academic and social systems of that institution. Tinto includes grades and intellectual development in the academic system, and student-to-faculty interactions in the social system. The level to which a student integrates into those systems is the primary determinant of choosing to stay and meet objectives or to drop out of the institution.

A key finding from the follow-up survey, despite the general findings of student success, is that less than half of the respondents indicated that they had achieved their personal and academic goals. Analysis of student records and the survey results did not clearly identify factors associated with student success or failure. Thus, a decision was made to conduct in-person structured interviews.

The sample of respondents to the 1986-87 survey was divided into four sub-categories, based on a combination of college-defined and student-defined success criteria. Group 1: students who were identified as successful by the college's Standard of Academic Progress (a cumulative GPA of 2.00 or greater) and whose self-report indicated personal and academic success. Group 2: students who were unsuccessful by institutional standards (less than a cumulative 2.00 GPA) and whose self-report indicated a lack of personal and academic success. Group 3: students who were successful by institutional standards but whose self-report indicated lack of academic and personal success. Group 4: those who were unsuccessful by institutional standards but who experienced, from their perspective, academic and personal success. College-defined student success in terms of GPA is somewhat imprecise and arbitrary. However, alternatives, such as degree completion, are even less relevant to the students in question. Further, the GPA criteria is communicated to the students as the college's Standard of Academic Progress.

A sample of 20 students, representing each of the four sub-categories, was randomly selected to participate in a personal interview session to further identify and define the variables associated with student success. The in-person survey instrument was adapted from Kinnick and Kempner (1988). Prior to the actual interview each participant was asked to complete a questionnaire addressing aspects of academic and social integration (adapted, in part, from Pascarella and Terenzini, 1980). Because of the stated hypothesis, we were particularly interested in personal associations (such as a counselor or faculty member) which would account for those students who were successful. (Copies of both instruments used in this study are available from the authors.)

The questions included in the interview were constructed in order to learn more about the students' experiences while enrolled at MHCC and the relationship of these experiences to their relative success or failure in obtaining personal and academic goals. Interview participants were asked questions about their employment patterns, income levels, parents occupations, siblings educational attainments, and also about their satisfaction with high school curriculums in regard to preparation for post-secondary work.

Table 5 offers a summary of the four categories of students, the total number of students in each group from the 1986-87 follow-up survey, and the sample of students participating in the in-person interviews. Approximately 75 percent of the pool of students from which the survey sample was drawn tended to concur with success as defined by the college. Nonetheless, for a significant minority, success as determined by the students differed from that of the college. The four groups interviewed are not of equal size due to the small number of students in group #4, and to the difficulty in arranging interviews.

Table 6 reports on selected characteristics of the students interviewed for this study (N=20). The major finding here is the similarity between the most successful and least successful students (groups #1 and #2) in terms of age and declared student major (primarily vocational). It is often noted that older students tend to be more successful than younger students due to the fact that they are often more mature, have a higher degree of goal specificity, and are more highly motivated. It is less often acknowledged that older students have just the

TABLE 5. Categories and Sample Size for In-Person Surveys with High Risk Students

	College Defined Success	Student Defined Success	N	Sample Interviewed
#1	Yes	Yes	83	7
#2	No	No	44	5
#3	Yes	No	37	5
#4	No	Yes	9	3
TOTAL			173	20

TABLE 6. Selected Characteristics of Sample Interviewed (N=20)

	Group			
	#1	#2	#3	#4
Sex - Male	3	2	3	1
Female	4	3	2	2
Age - Fall 1984				
21 or less	2	1	4	3
22 or more	5	4	1	0
Major - Vocational	6	4	2	0
Transfer	0	0	2	2
General Studies	1	1	1	1
Quarters of Continuous Attendance (from fall 1984)				
One		2		2
Two				
Three		1	2	1
Four	3	2		
Five			1	
Six or more	4		2	

opposite attributes, as suggested by the higher attrition rate in group #2. The data on student declared major is less significant than students' commitment to a specific field, as will be discussed below.

The study found strong evidence in support of Tinto's model which purports, in part, that experiences which promote social and academic integration into the college community contribute to behavioral and attitudinal elements of success. Those students who were defined successful, by both institutional and self-reported standards (group #1), had significant attributes in common. Most reported a close personal relationship with at least one faculty member. Further, these students were satisfied with access to, and the service received from, the college's counseling center. These students tended to have shared values with their classmates and more than half reported satisfying relationships with otherstudents. Students in group #1 felt their instructors were genuinely interested in teaching and that their non-classroom contact with faculty members was a positive factor in their academic and career growth. They rated the willingness of instructors to be available to students as a significant factor in their success equation. This particular group did not change their major, had identified clear occupational goals, and five of the seven students are currently employed in a field directly related to their educational program.

Five of the seven students in group #1 indicated that their academic goal was a two-year degree, and two of the five achieved that goal. All but one of the students in this group reported that they had achieved or partly achieved their academic goal. All seven students reported that they had reached or made progress on their personal goal (either same as academic goal or job-related). Thus, although most of these students did not obtain the degree, both in terms of outcomes and their own perceptions, significant progress was made in terms of educational and career goals.

The presence of specific career goals for the successful group is a variable that has a positive relationship to student success (Beal and Noel, 1980). Super and others (1963) argue that if a definite vocational goal is not identified students are more likely to leave. This position is borne out by the finding that almost all of the students in the other three groups changed their major while at the college and had indefinite career plans. Apparently students who have not identified career options may be frustrated and may have little, if any, committment to college.

Career indecision was a key factor for students in group #2 (non-successful, both by self-report and by college standards). These students reported a lack of positive relationships with other students, faculty and counselors. These students had especially negative feelings toward their instructors.

Another significant report was made by those in group #3 (college success, but not personal success), relating to their frustration over not having a clear educational or career objective. All of the students in group #3 indicated that they were planning on more education; therefore, the initial educational experience did not lead to goal attainment. As their career choice does become clear, they feel positive enough about the institution to return. Although not to the same degree as the students in group #1, these students did achieve a similar level of academic and social integration. As described in Table 2, this group came the closest to matching the persistence rate of students in group #1. Their self-reported non-success was directly related to the high value placed on obtaining a two or four-year degree.

The most interesting and surprising results came from the students in group #4 (unsuccessful by college standards, but self-reported personal success). Perhaps clarifying that college was not the most appropriate place for them to be, was in and of itself a "success" experience. These students were similar to those in group #3 in that they generally reported positive relationships with faculty, counselors, and fellow students. In opposition to students in group #3, however, they placed very low priority on academic success in general and degree completion in particular. Their primary, and perhaps only, reason for attending college was related to their occupational goal. These students' self-reported personal success was based on the fact that all three students had obtained a satisfying job, even though unrelated to their college studies.

Figure 2 summarizes the above discussion in terms of the relationship between student-defined success and academic/social integration. The students in group #1 were successful by both college and self-reported standards and also reported the highest degree of academic and social integration. The students in groups #3 and #4 also reported a moderate to high degree of academic and social integration. The students in group #3 were successful by the college's GPA standard, but indicated a lack of personal success because of the high value accorded to degree completion. The students in group #4, even though unsuccessful by institutional standards, reported personal success due to their ability to find satisfying employment combined with the relatively low value placed on academic success. The students in group #2 were unsuccessful by both institutional and self-reported standards and achieved the lowest level of academic and social integration. The students in groups #1 and #2 are classic examples of Tinto's formulation. The students in groups #3 and #4 are more difficult to evaluate in terms of academic and social integration due to their vastly different personal value systems. A key finding in terms of the methodology employed here is that this complexity and variability only emerged from the case studies rather than the previous quantitative analysis.

Although the findings reported here are consistent with Tinto's model, they are inconsistent with recent research on non-traditional students and community college students in particular. This research reports an independent relationship between persistence and academic/social integration. The case study approach used here, as opposed to the aggregate quantitative methodology used in previous studies, certainly is one factor explaining the differing results. Further, whereas the previously cited research focused on the larger student population, this study is restricted to academically underprepared students. That is, academic and social integration may play a more critical role for poorly prepared students than those who enter with better preparation. More importantly, however, the use of student intentions and self-reported success as an outcomes measurement tool helped in evaluating and explaining

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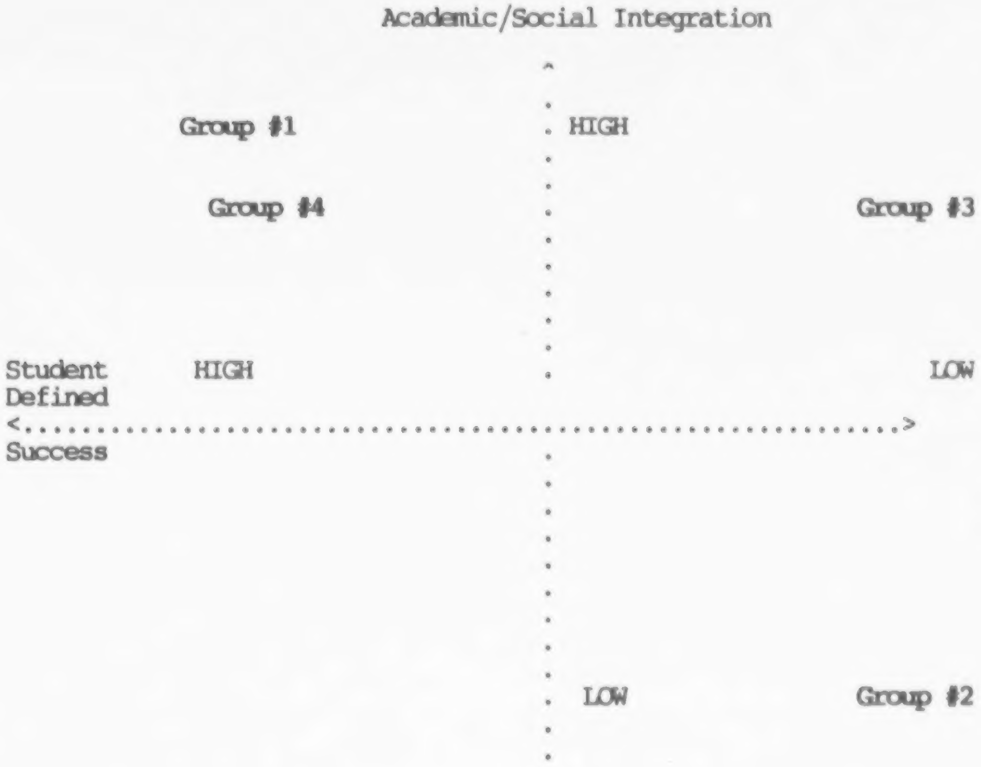
FIG. 2. Spacial Depiction of Case Study Results with Regard to Student Defined Success and Academic/Social Integration


Academic/Social Integration
HIGH
Group #1
Group #4
Group #3
Student Defined Success
HIGH
LOW
LOW
Group #2

the observed outcomes, especially with regard to groups #3 and #4. The findings suggest that academic and social integration are important predictors of student persistence for certain segments of the non-traditional student population, but less important for other segments. Academic and social integration have a strong influence on student persistence when the students have definite goals and share values with the institution.

All things considered, perhaps it is the feeling of acceptance, despite prior or current academic performance, and the reinforcement of one's possible potential that is so critical to this academically underprepared population. Community colleges recognize that a large portion of their student clientele is indeed not prepared for post-secondary level work. Many community college students have received little, if any, encouragement to continue with educational pursuits. Thus, initial institutional and educational goal commitments, which have been found to be extremely significant determinants of educational outcomes, are not significantly present in this high risk population.

If students perceive that counselors, faculty and staff members are genuinely interested in their academic and career goals, they will be more committed to the institution. An intrusive approach, such as Guided Studies, clearly displays to the student that he/she is of special interest to the institution, while at the same time maintaining the institution's commitment to access and opportunity along with excellence and accountability.

Conclusion

The linkage between staff and students as a key component to student success parallels the link between staff and the organization construct. When feelings of belonging and strong sociability occur, the connection fuels purpose, energy, and perceptions of success. The freedom, as well as the support, for the development of full potential is the basis for student success, staff success, organizational success.

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INSTITUTIONAL EFFECTIVENESS AND TEACHING/LEARNING/ADVISING

CHAPTER 6

Involvement in Learning: Its Impact on Student Outcomes

INVOLVEMENT IN LEARNING: ITS IMPACT ON STUDENT OUTCOMES

John Anthony, Martha Ewing, Joe Jaynes, and Gerry Perkus

Collin County Community College

The 1984 report of the National Institute of Education Study Group on conditions of excellence in American higher education entitled "Involvement in Learning" provided the foundation for the teaching-learning approach adopted by the Collin County Community College District (CCCCD). As a new district founded in 1985, the staff was free from the encumbrances of past policies and practices. With this freedom and flexibility in its initial curriculum development, the college had the opportunity to draw from the best educational theory and practice of the past coupled with appropriate new technologies to build a college known for outstanding student-centered instruction.

Our contention, like that of the study group was that more learning occurs when students are actively engaged in the process. The more time, energy, and effort students invest in the learning process and the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experience, their persistence in college, and the more likely they will continue their learning after college.

We were convinced that our faculty needed to adopt highly active modes of teaching to encourage active participation on the part of the learner. We knew that lecturing to students has long been criticized. The 1985 report, "Integrity in the College Curriculum" (Association of American Colleges), asserts that a major problem with American college curriculum is that it offers too much knowledge with too little attention to what methods and styles of inquiry led to its creation. According to this report, our college classrooms stifle, instead of encourage imaginative thinking and efforts at synthesis. "A New Vitality in General Education" (Association of American Colleges, 1988) calls for a stronger link between a student's experience inside and outside the classroom It suggests that teaching should stimulate "active learning" in which the student takes responsibility in the learning process.

Many recently published books highlight the importance of developing students' critical thinking skills. Chet Meyers (1987) notes "college instructors must strive to create a classroom atmosphere in which students; natural inquisitiveness can once again come to the fore" (p.9). Meyers explains that the most important ingredients of critical thinking are "the abilities to make sense of new experiences and to envision possibilities outside one's own immediate experiences' (p.26). Stephen D. Brookfield supports Meyer's concepts as he writes his book Developing Critical Thinkers (1987): "Critical thinkers are actively engaged in life....They appreciate creativity, they are innovators, and they exude a sense that life is full of possibilities" (p.5).

The key, therefore, is to make learner response and active participation an essential part of the learning process. Raymond Wlodkowski (1985) summarizes the concepts by saying: "When learners are an inclusive element in the learning process and it cannot continue without their responses, a momentum can be created that keeps learning active and involved: (p.170).

Bob Gowin and Joseph D. Novak (1984), in their book Learning How to Learn, focus on the individuality of the students. "Learning is personal and idiosyncratic...We are interested in thinking, feeling, and acting--all of these are present in any educative experience and change the meaning of experience. Education is the process by which we actively change the meaning od experience: (p.5).

Recognizing the consensus of these studies for improvement of undergraduate education, Collin County Community College District has focused on active, experiential learning in both the classroom and the laboratory. The integration of newly acquired knowledge with previous learning is improved as in learner motivation and long-term retention.

Our goal was to be unique, not in what we taught, but in how we taught it. One of the major decisions taken by the college to integrate active learning into the curriculum was to establish an experiential component in all disciplines, including liberal arts courses. The focus is on the how rather than merely the what, and on inquiry, critical analysis, synthesis, and abstract logical thinking.

The specific structure, methods, and content of the experiential component purposefully remain fluid and individualized according to the needs of the subject area and the creativity of the teaching faculty. Six common features, however, characterize the experiential components. First, they are learner-centered and student-directed; second, they place emphasis on problem solving, discovery, and inquiry; third, they emphasize practical applications of course content; fourth, they focus on holistic understanding; fifth, they are perception-based; and sixth, the emphasis is on the heuristic process - learning about learning.

Two disciplines that are very different but that have been developed and evaluated are psychology and history. They are expanded on more fully later in this chapter as representative samples from across the college district. A brief summary of several other disciplines to more fully illustrate the concept of the experiential component is as follows:

1. In order to help cope with the expansion of accounting standards and the selectivity of hiring in the field, Prof. Billie Cunningham has carefully constructed writing assignments to augment the traditional accounting practice sets. In Principles of Accounting 1, students complete a daily journal in which they answer thought-provoking questions provided by the professor. The questions relate to the day's in-class lecture or discussion. In using these journals, the students think about and better understand difficult concepts that are not being understood through homework problems. These students have a better chance to synthesize what they are learning as they encounter new concepts, rather than being forced to synthesize material 16 weeks later. Also, a byproduct of writing in journals is extra writing practice and, presumably, better writing skills. These same students, then, will progress to the second Principles of Accounting course and will be assigned a

term project involving the analysis of a corporate financial report.

2. Professor Sharon Hosack of the math department has calculus students work in small groups to problem solve. While in the groups, the students discuss as many possible solutions as they can formulate to solve one particular problem. After the group work, each student writes about the process to analyze and synthesize the specific concept of calculus.

3. Students enrolled in Introduction to Humanities not only learn about the arts, but also create. Professor Janet Shriver has students compose music on a synthesizer when they are studying music; create a collage about their philosophy of life when learning about philosophy, and create a short original video when studying twentieth century art.

4. The discipline of sociology affords a variety of experiential options and is a discipline that is fluid in its approach to experiential learning. Professor Gary Hodge has students complete ten application assignments from the twelve topics presented in Introduction to Sociology. These assignments include viewing assigned videos and discussion social forces, social class, subcultures, social norms, primary groups, social stratification or ethnicity. Another choice involves interviewing people concerning topics such as symbolic meaning, the concept of deviance, opportunity in America, racial equality, gender development, sex education, or social change. The students record the data from these interviews and write the analysis of their data. A third option incorporates creative thought by requiring students to create a collage about their personality, status, social forces, their primary and secondary groups, impression management, or social labels. These projects encourage the students to work with the subject matter, to relate the material to their own experience, and to evaluate sociological theories from a "real world" perspective.

As a result of the emphasis on active experiential earning, faculty at Collin County were selected on the basis of their ability to involve students in the teaching-learning process. They currently find themselves spending much of their class time as referees, coaches, and mentors rather than as lecturers and discipline-related researchers.

At Collin County we have created classroom environments that encourage students to discuss, examine, question, probe, dissect, and ponder -- processes that foster creative thinking. Instead of performing the lower level cognitive skills of recognition and recall, which are handled better in the computer laboratory, students at Collin County are free to concentrate on higher level development that included synthesis, analysis, and the ability to integrate and apply knowledge. Students are provided opportunities to puzzle over issues, to sort theoretical information, and to formulate their own independent judgments. "Hands on" laboratory experiences are provided in most courses to introduce students to various methods of research and inquiry. Additional opportunities for student involvement beyond the classroom and laboratory are provided through practical on-the-job training, internships and cooperative work experience programs.

Learning is not a spectator sport at Collin County. Students learn by doing. They do not sit in classes listening to monologues or memorizing prepackaged assignments and spitting out answers. They interact with their teachers and their subject matter. They talk and write about what they are learning, relating new information to past experiences and applying it to their daily lives. They make what they learn part of themselves.

PSYCHOLOGY PROGRAM

The psychology department at Collin County Community College is committed to implementing student involvement, believing that it is perhaps the most important aspect to improving undergraduate education. There are four elements that the department has employed to try to achieve student involvement: a laboratory component, extensive writing to learn, classroom research, and business/industrial linkages through internships. These four elements are inseparable in our educational process as the laboratory and internships require written reports, and the written assignments demonstrate the student's ability to communicate knowledge, understand method of inquiry, and give feedback on the learning process.

The department has 900 students enrolled in 36 sections of freshman and sophomore level courses. The department offers seven courses each semester.

A one-hour per week laboratory component has been established for all 3 credit-hour psychology courses. The laboratory component allows the student to integrate theoretical and practical elements of the course promoting cognitive, affective, and behavioral learning through this participatory experience. The laboratory component is fully integrated into the psychology curriculum. by correlating laboratory experience with competency-based course content the lab attempts to insure synthesis of knowledge, creative and critical thinking (Fig. 1).

The laboratory centers around the application of learning and on introducing students to the various methods of contemporary research. The lab is not to be confused with a psychology lab that is designed to further research in the field of psychology by the faculty of the college. Rather, it is indeed a teaching tool using classic as well as state-of-the-art psychological experiments to promote application of theoretical psychological course content with the student as researcher.

With each new topic introduced in the General Psychology course, experiments pertaining to the phenomenon are presented to and then carried out by the students. For example, when perception is discussed the Stroop Word/Color Test is employed; when short term memory is presented a variety of free, serial, and interrupted recall tests are applied to experience the process. Computer simulations are used to demonstrate concepts. When operant conditioning is studied a program entitled "Training a Rat" (Psycom, William C. Brown Publ., 1987) simulates shaping and discriminatory learning. The simulations takes about 1 hour whereas a similar exercise with a rat would take about a month of lab time. Another computer simulation, Dr. Shrink (Neurolitic Publ., 1988) demonstrates psychotherapy

Fig. 1

COLLIN COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS-GENERAL PSYCHOLOGY

IX. Course Content

Week	Lecture	Chapter	Lat
1	Career opportunities	1	Test of Knowledge
	History of psyc.		Autobiography
2	Research methods	2	Experimental Design
		3	Harris test of LD
3	Biology	4	Interference-percept
			Perception
	States of Consciousness	12	ESP
4	States of Consc	12	Diary of Dreams
	Test 1		
5	Motivation	11	TAT Test
	Emotion	10	Emotions
			Emotions Rating
			Fear Chart
			Hunger
6	Stress	10	Life Event
			Type A
			Biofeedback
	Learning	5	Conditioning
			Training a Rst
7.	Memory	6	Sensory Register
			Short Term Memory
			Long Term Memory
			IG
			Culture Fair
8.	Test 2	8	Developmental Chart
	Developmental		Life Expectancy
9.	Social	17	Personal Space
		18	Nonverbal Comm
			Attitudes
			Attraction & Dating
			Group Processes
			Altruis
10	Personality	13	Myers Briggs
			Sentence Completion
			Obsessive-Compulsive
			Gender Personality
			Personality Video
			Defense Mechanisms
11	Personality	14	Career Decision Making
12	Test 3		
13	Abnormal Psyc	15	Inkblots
14	Abnormal Psyc	15	
15	Psychotherapy	16	Dr. Shrink
			Eliza
	Final Exam		

as well as illustrating to students one of the possible uses of artificial intelligence in psychotherapy.

On several occasions throughout the semester, General Psychology students also design, conduct, and analyze their own brief research projects. Because General Psychology is usually the students' first experience with a behavioral science lab course, the projects involve only a few variables and the data analysis is descriptive.
The experimental design (Fig. 2) is one of the first done at the beginning of the semester where students are randomly assigned to groups and asked to design an experiment. When studying stress, students incorporate computerized biofeedback equipment. An example from one semester is included that shows how the students chose a variety of music to test the hypothesis that music can impact physiological responses (Fig. 3). Fear was explored by a survey designed to ask subjects of different developmental stages about their fears, and then an analysis of data was completed to describe these findings. Included are two different methods of reporting survey results (Fig. 4) as well as the completed analysis sheet (Fig.5).

The psychology faculty began implementing the laboratory experience in General Psychology in January of 1986 and wrote a laboratory manual. The manual has been revised three times. The manual contains all possible experiments for the semester (Fig. 6). It is designed much like a natural science laboratory manual with an instruction page and laboratory report forms (See Fig. 2). The students turn in the laboratory report forms which involve not only graphing results but also writing about the experimental process and about their opinions of the experiment. The last element of writing allows both the synthesis of affective and cognitive elements of the experiment and a debriefing psychological process for each experiment. Students are asked to answer questions such as: How did you feel while doing the experiment? What is the experiment really trying to prove? Is the experiment really valid in your opinion? and How can you apply this information to your life?

The students complete 20 labs during the fifteen week semester with the individual faculty member and students selecting the projects from the available list. The laboratory element counts 40% of the student's grade for the course. The grade from each experiment is determined by the written responses on the laboratory report form. Holistic grading is employed by all faculty. Students are graded on correctness and accuracy of the experimental process, content of analysis, and progression of thought. Importance is placed on the process to attain answers and the ability to articulate this process. It is okay for an experiment to fail or reach a different conclusion as long as the student can express the how and why of those answers.

In order to understand how development is shaped in the sophomore level Life-Span Psychology course, laboratory work, observations, and reaction papers have been developed (Fig. 7 and Fig. 8).

The goal of the laboratory projects and observations is to use an interactive method for introducing college students to developmental issues. In the teaching of life-span human growth and development it is

FIG. 2

Experimental Design

Research is the backbone of current psychologists. In this exercise you will learn the tecnhique of posing researchable questions and design the studies to answer these questions.

Materials: None

Procedure: This project will be done in small groups in class. (If you are taking this course as a self-paced class you can do it individually. You will skip step one)

Step one: Each member of the class will be randomly assigned to a small group (about 5 students). Your instructor will help you with random assignment.

Step two: Once you are in your groups you will be given a topic that you as a group will study. Some examples of topic includes:

a. the effect of T.V. on children
b. the impact of religious belief on the dying person
c. the effect of caffeine on behavior

Step three: Turn to your Laboratory Report Form and begin

You do not have to carry out the experiment only design it.

Student:
Section:

Laboratory Report Form: Experimental Design

You are ready to start your study. Remember details are important!

First of all define your terms:

1. What is caffeine and what type will we use in this experiment?
   (coffee, tea, diet pills, etc.)

2. What type of behavior will we study?
   (sleep, anxiety, activity level, work productivity, etc.)

3. How will we measure this behavior?
   (tests, observations, etc)

4. Our hypothesis is:

5. Our independent variable:

6. Our dependent variable is:

Now you are ready to design your study.

7. What is your experimental design?
   (2 groups, 1 group, treatment, deprivation, etc.)

8. What is your pre-test and post-test?

9. What is your treatment or how are you manipulating your variables?

10. How will this design prove or disprove your hypothesis?

FIG. 3

Biofeedback

feedback is the use of monitoring instruments to give you a ntinuous flow of information about your own physiological state. u can then experiment with various methods, such as progressive axation, of altering this physiological function, check the a and find out immediately which techniques work.

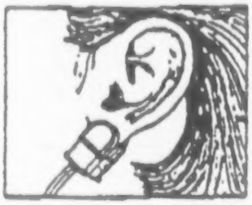
erials: Biofeedback - Apple Computer, ALC

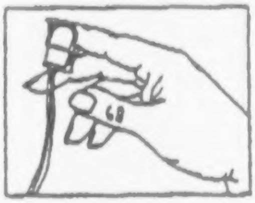
rocedure:

In this project you will be monitoring your heart rate.

This equipment will not shock you or in any way be uncomfortable.

Attach the monitor as indicated below:





Note: If you attach the monitor to your earlobe, be sure that the light on the clip is on the backside of the earlobe.

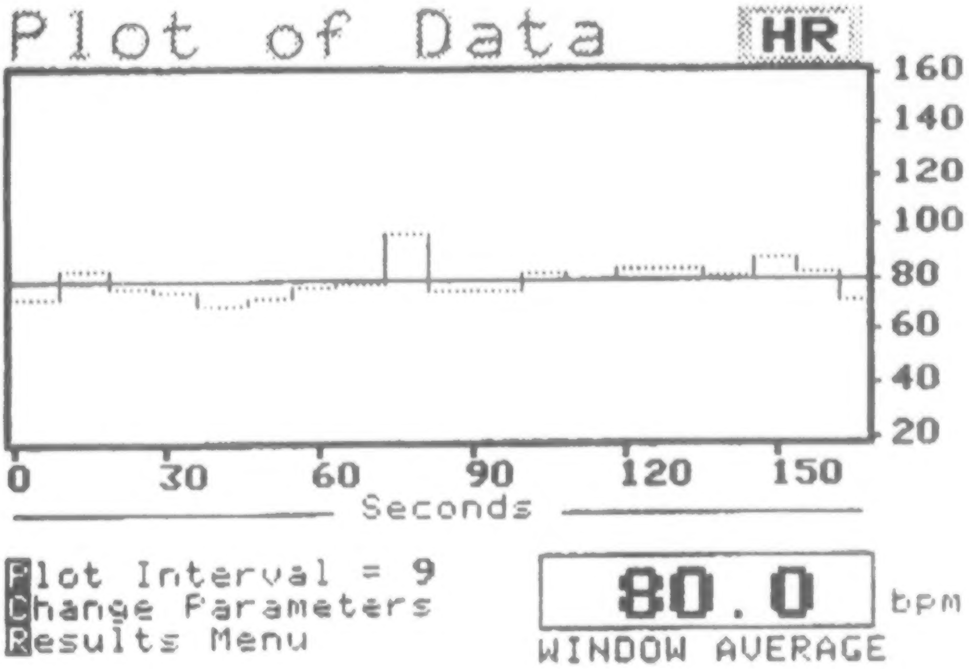
On the finger, make sure that both the light and the sensor are covered.

We will run a baseline count of your heart rate before we start the tape of music--try to relax. It might help to close your eyes. If you talk or move around this will increase your heart rate. This part will take about five minutes. Just relax until the lab assistant comes to make your printout.

After printing the baseline, the lab assistant will start the tape of music. You will hear 4 selections. The only thing you will need to do is depress the E on the keyboard after each song.

Please fill out the short form for this project and return it, along with the two printouts, to your instructor.

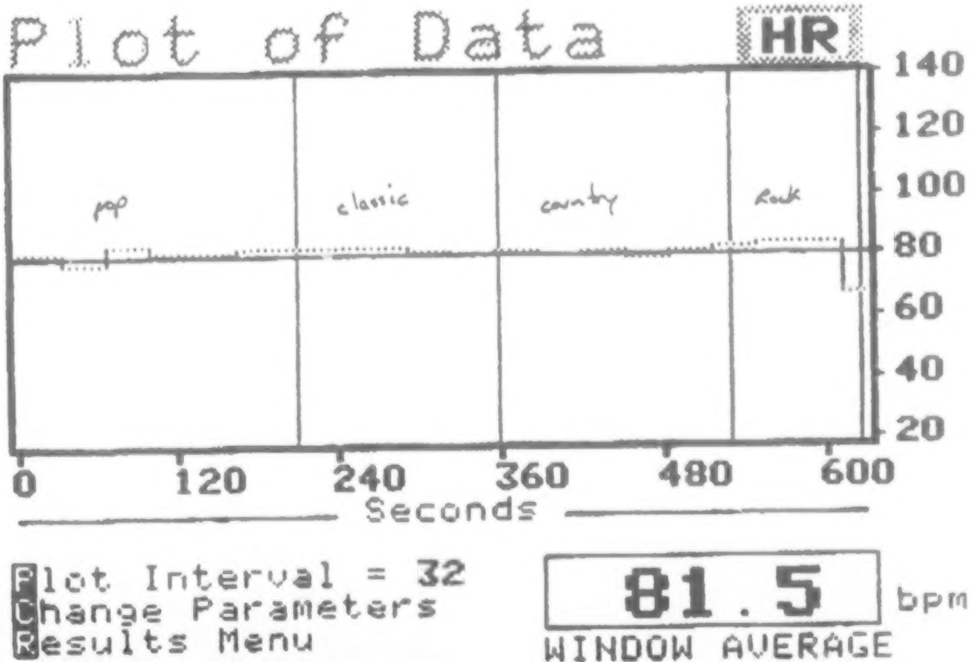
FIG. 3 Cont.
DATA PRINT-OUT FOR BIOFEEDBACK



Plot Interval = 9

80.0 bpm
WINDOW AVERAGE

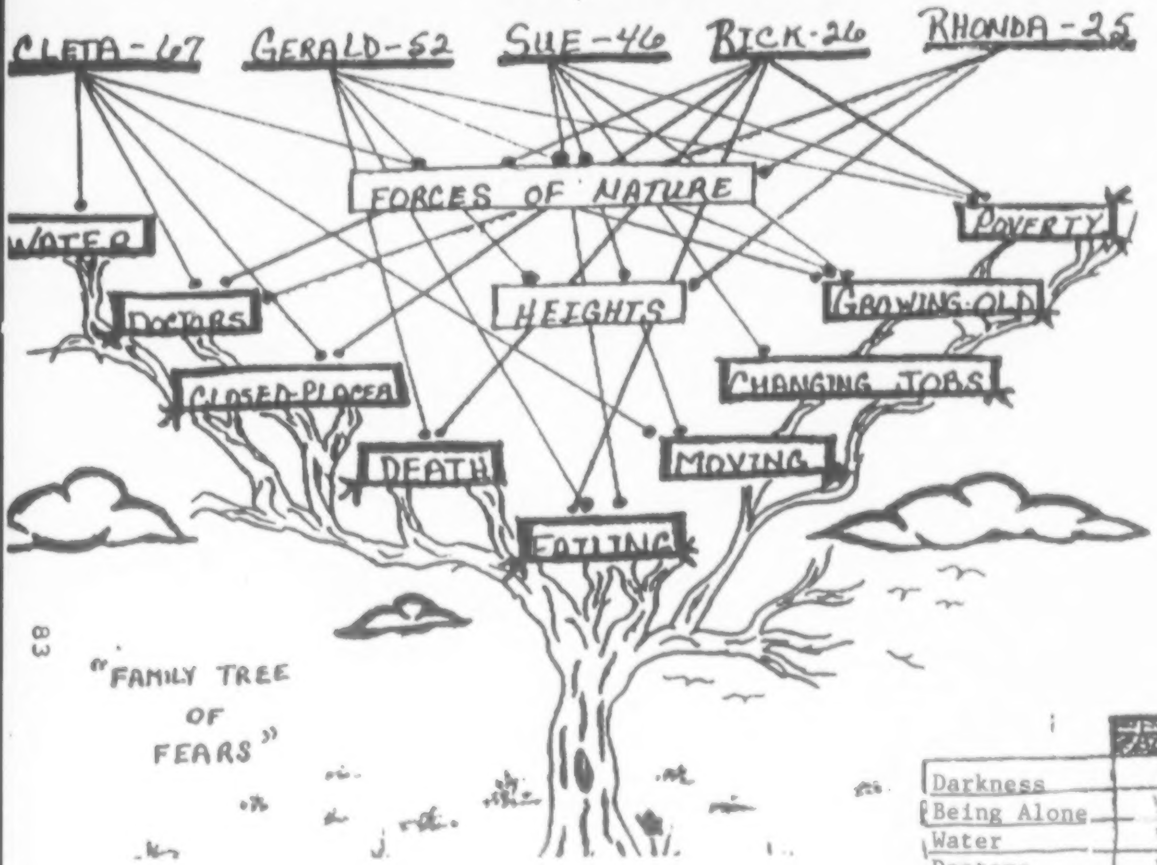
BASELINE HEARTRATE



Plot Interval = 32

81.5 bpm
WINDOW AVERAGE

FEAR ANALYSIS


CLETA - 67
GERALD - 52
SUE - 46
RICK - 26
RHONDA - 25
FORCES OF NATURE
WATER
POVERTY
DOCTORS
HEIGHTS
GROWING OLD
CLOSED PLACES
CHANGING JOBS
DEATH
MOVING
FAILING

"FAMILY TREE
OF
FEARS"

FIG. 4
REPORTS OF RESULTS FROM
FEAR SURVEY

	[illegible]	Dennis	[illegible]	Judy	[illegible]
Darkness	No	No	Yes	No	No
Being Alone	Yes	No	No	Yes	No
Water	Yes	No	No	Yes	No
Doctors	Yes	No	No	Yes	No
Meeting New People	No	Yes	Yes	No	No
Closed Places	Yes	No	No	Yes	No
Death	No	No	Yes	No	Yes
Forces of Nature	Yes	Yes	Yes	Yes	No
Poverty	No	Yes	Yes	No	Yes
Growing Old	No	Yes	No	Yes	No
Changing Jobs	Yes	No	No	No	No
Moving	No	No	Yes	No	No
Not Being Accepted	Yes	Yes	Yes	Yes	Yes
Failing	No	Yes	Yes	No	No
Marriage	No	No	No	No	No
What People Think	Yes	No	Yes	Yes	No
Heights	Ye	No	No	Yes	No

FIG. 5

FEAR SURVEY

FEARS	EARLY CHILD	LATE CHILD	EARLY ADOL	LATE ADOL	EARLY ADULT	MIDDLE ADULT	LATER ADULT
DARKNESS	66%	33%	25%	29%	38%	24%	25%
BEING ALONE	66%	13%	50%	47%	29%	11%	25%
WATER	33%	50%	50%	24%	21%	53%	25%
DOCTORS		83%	50%	30%	24%	6%	25%
MEETING NEW PEOPLE		35%	25%	41%	44%	29%	
CLOSED PLACES	33%	66%	75%	18%	32%	35%	50%
DEATH	66%	100%	25%	71%	53%	41%	25%
FORCES OF NATURE	66%	100%	50%	47%	44%	53%	25%
POVERTY	33%	20%	50%	65%	47%	53%	25%
GROWING OLD	33%	50%		24%	53%	41%	
CHANGING JOBS		33%	25%	35%	26%	24%	25%
MOVING	33%	33%	50%	47%	24%	11%	25%
NOT BEING ACCEPTED	33%	100%	75%	71%	62%	35%	75%
FAILING	66%	83%	50%	59%	76%	53%	25%
MARRIAGE	33%	17%		30%	44%	18%	
WHAT PEOPLE THINK	66%	50%	75%	53%	53%	53%	50%
HEIGHTS	33%	66%	25%	4.1%	44%	65%	75%
Total	3	6	4	17	34	17	4

FIG. 6

GENERAL PSYCHOLOGY LABORATORY MANUAL

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FIG. 7

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COURSE SYLLABUS -- LIFE-SPAN PSYCHOLOGY

COURSE CONTENT:

Week	Lecture	Chapter	Lab
1	Introduction Review	1	Experimental Design Attitudes Survey
2	Developmental Theories	2 & 3	Interview
3	Prenatal Test 1	4 & 5	Observations
4	Infancy	6 & 7	Object Permanency Linguistic Development
5	Infancy	8	Literature Analysis
	Early Childhood	9	Observations
6	Early Childhood	10	Toy Analysis
7	Early Childhood Test 2		Design, Playground
8	Late Childhood	11	Observations Conservation
9	Late Childhood	12	Human Fig. Drawing T.V. Analysis
10	Adolescence	13	Observations Music Video Analysis Body Image
11	Adolescence Test 3	14	Psychosocial Development
12	Early Adulthood	15	Observations Analysis of Adult
13	Early Adulthood	16	Androgyny Leisure Activities
	Middle Adulthood	17	Observations
14	Middle Adulthood	18	Life Expectancy Job Satisfaction
15	Late Adulthood	19 & 20	Observations Housing Alternatives Obituary
16	Test 4		

FIG. 8

OBSERVATIONS

One of the best ways to learn about people is to observe them in the real world. This will give you the opportunity to see the full, genuine, and dynamic quality of human life across the life-span.

Materials: Paper and pen

Procedure: You will be observing people from birth through late adulthood. You will be watching and recording behaviors. Laboratory report forms for these observations are included throughout this lab manual. You are to observe each stage for two hours equalling a total of 14 hours for the entire semester. The two hour requirement for each stage does not have to be done in one sitting or with only one person. In fact, shorter segments with a variety of people is strongly encouraged so that you see individual differences as well as developmental similarities within the stage. The combinations need to total 2 hours.

Below are a few hints for observing people.

1. Be as unobtrusive as possible. You are entering the subjects' world so please do not disturb this world. Try to be objective.
2. All you need is paper and pen to write down a few notes about the behavior and people you are observing. Do not take recorders or cameras. Do not write continually - Observe, Watch, Listen.
3. Write up your observation as soon as you finish observing while it is still fresh in your memory. Details are important.
4. Observe in natural settings; parks, restaurants, malls, sports events, your front yard, schools, etc.
5. Have the purpose of your research firmly in mind. Will you watch the entire playground or pick out one child to watch? Will you focus on one type of behavior or record all activities.
6. Report verbal and nonverbal communication. Words, cries, screams, smiles, gestures, frowns, etc. all are important.
7. Do not interpret in the section of summary of what you observed. Strictly record what you saw. Put your interpretation in the section on opinion of what you observed.
8. If anyone asks what you are doing, be truthful.

vital to have the students learn the intellectual content (theories, research, statistical data, etc.). It is equally important for the student to assimilate the intellectual content to a personal level so that a foundation is laid for further exploration and growth, thus the student becomes better able to implement developmental principles in future professional settings and personal situations.

By simply reading the textbook, professional journals, and listening to lectures, students may learn the intellectual content quite well. However, there seems to be a chasm between what the scholars say and how this applies to the student as an individual. For example, when the professor says in class that several studies on television sex-role portrayals show that unrealistic, stereotyped sex-roles permeate T.V. programming and children's T.V. in particular (Barcus 1983, Williams 1981, Santrock, 1989) there would be a few nods of the head. However, when students were asked for personal examples, few quality, contemporary responses were received.

For this reason, the interactive analysis method has been incorporated into the course. Literature, television, toys, and music video were chosen as elements to be analyzed because students seemed to be less aware of their impact on the development of the individual (Fig. 9). Students can readily explain how their parents and peers influenced their development by citing specific actions and examples (A reaction paper by students on self-concept development illustrates the completeness and competency of this knowledge). This does not seem to be true for other elements.

The analysis process was also implemented so that students could develop their critical thinking and examine their values as individuals. The critical thinking aspect has turned out to be on of the most important aspects of the process.

Upon completion of the analytical process to explore what the child of 1990 is learning about his/her development, the college students are asked to make a list of their favorite television shows, toys, and books when they were children (Fig. 10). Analysis is then completed on these elements by asking the same questions used in the analysis of current children's items. The students are then asked to summarize what they, as individuals, learned about their own development through these elements.

These last analysis' are not based on sound research methodology. The analysis is based for the most part on the memories of the student. This is intentional. How they assimilated these societal elements is much more important in their lives today than the reality of these elements. This phenomenological view pint is the gateway to the student's personal and individual re-evaluation of identity and a foundation for further exploration into the field of developmental study. Two examples of student responses are as follows:

Female age 20: "From doing this analysis on my childhood favorites, I realize that my personality, career choice, gender identity, etc. have been greatly influenced by these things in my childhood. I also realize that although I have grown up and changed, much remains the same from my early

FIG. 9

MUSIC VIDEO ANALYSIS

Many adolescents spend a considerable amount of time listening to music. In the last decade this has expanded into "watching" music on various music videos. Currently psychologists are researching this phenomenon to try to understand and anticipate the personality and cognitive developmental effects on adolescents. Both positive and negative aspects are being explored.

Remember that during adolescence, identity formation involves letting go of childhood and trying to grasp adulthood. Many times this ambiguity and ambivalence results in confusion of who am I and where do I fit in this world. In order to resolve this confusion adolescents turn to their peers, social causes, music and rock stars, love, and sometimes addictions.

In this experiment you will be analyzing music videos to try to understand what is being communicated through both the audio and video.

Materials: Music Videos
(there are several videotapes on reserve in the library)

Procedure: You are to view 3 music videos of your choosing.

Analyze each video on your laboratory report form.

Answer the summary questions on your laboratory report form.

Name ______________

Section ____________

Laboratory Report Form: Music Video Analysis

Video Title ________________________________

1. How many male characters were portrayed?
2. How many female characters were portrayed?
3. What roles did the males provide?
4. What roles did the females provide?
5. How did women relate to each other and to men?
6. How did men relate to each other and to women?
7. What emotions did men experience?
8. What emotions did women experience?
9. What was the main theme of the video?
10. What was portrayed as appropriate behavior?
11. Was sex portrayed on the video? How was it portrayed? (love or a commodity)
12. Were drugs or alcohol an alternative or acceptable behavior?
13. How many acts of violence were portrayed?
14. How many older adults were in the video? How were they portrayed?

Music Video Analysis (cont.)

Summary

1. What characteristics did you discover about masculinity and feminity in music video?

2. What is considered acceptable sexual behavior according to these videos?

3. What is considered acceptable drug and alcohol behavior according to these videos?

4. How would these videos help or hinder identity formation of an adolescent? Give specific examples.

Music Video (cont.)

5. What similar themes, if any, did you see or hear throughout all 3 of the videos?

6. One of the current criticisms of music videos is that adolescents no longer creatively solve problems with music but simply imitate solutions portrayed on the videos. Based on what you observed, how should an adolescent solve basic problems?

7. How much impact do you think music videos have on the development of the adolescent? Do you think this is basically positive or negative? Give specific examples.

Adult Analysis (cont.)

Summary

1. What did you learn about gender identity through these elements?

2. How has this socialization effected your life thus far?

3. What confusion are you experiencing as an adult in trying to reconcile current society with what childhood experiences taught you?

4. Any general additional comments.

Laboratory Report Form: Adult Analysis

My favorites during childhood:

1. Stories-

2. T.V. shows-

3. Toys

FIG. 10

ADULT ANALYSIS

At this point in the semester you have now analyzed 4 societal elements that may contribute to personality development. You have studied how these elements are contributing to the development of the next generation.

Now it is time to research how these societal elements have contributed to your development as an individual.

Materials: None

Procedure: You are to make a list of your favorite stories, television shows (or radio programs), and toys while you were a child. Record these on the laboratory report form.

Analyze 2 stories, 2 shows, and 2 toys on the laboratory report form. Much of this will be based strictly on your memory but be as accurate and complete as possible.

Answer the summary questions.

years. It is up to me to accept or reject what it means to be a woman as prescribed by society."

Male age 25: "Since having to complete this project, I have discovered lots of reasons why it is so difficult to be young adult male in 1989. Society has changed. I have feelings that I though a straight male should not experience. My favorite toy was a pooh bear that I slept with and took everywhere until I was 6. I needed it for security and affection. I have never admitted this to anyone until this class. It was not the masculine thing to do. I have found that I can be nurturing and tender as part of my maleness and part of me. Also, women I date are different from what I had been taught and expected. I get confused on what is expected of me and now I think I understand why."

A laboratory manual was completed in the Fall of 1987 for Life-Span Psychology. The process is quite similar to that described for General Psychology. In addition to the twenty lab experiments, the students also complete fourteen hours of naturalistic observation of people across the life-span. A two page written account of each observation (two hours in length) is turned in weekly during the semester. The accounts include not only what they observed, but also how these observations displayed the theoretical perspectives of developmental psychologists such as Erikson and Piaget (See Fig. 10). Once again students are graded holistically.

Another aspect of experiential learning in the department involves internships with local business and industry. Internships provide students with supervised practical experience relating to their field of study while they concurrently obtain college credit. The internships integrate on-campus classroom study with off-campus work experience. Students work 20 hours per week, attend 16 hours of on-campus discussion groups during the semester and write a five-page reaction paper at the end of the semester. Students have been placed with psychologists in private practice, hospitals, corporations, drug prevention programs, city departments, and local school districts.

The challenges to this comprehensive experiential learning process have been:

1. Physical space to conduct the experiments. The problem has been alleviated on one campus with a social science laboratory. A three room suite was built with two laboratory rooms connected by an observation booth. The labs are equipped with computers, audio-visual equipment, one-way mirrors, and moveable furniture.

2. Coordination of laboratory equipment between part-time and full-time faculty and multi-campuses. After two years of pilot testing, we were able to buy more equipment that we know is used regularly by all faculty. Also many computer simulations have been generously supplied to us by textbook publishers.

3. Grading time is the most difficult challenge. An average to two labs per week per section is a great additional burden to all faculty. We try to keep part-time faculty class size to 25 while full-time faculty may have 35-50 per section. On the average, part-time faculty spend five hours per week grading labs and full-time faculty spend twelve hours. This grading

time does not include preparation time for lectures and labs or grading tests. We now have one laboratory assistant and one student assistant to assist with coordination and grading.

The biggest asset for our department has been the commitment of the administration to this type of format at the community college level. The President, Vice-President of Instruction, and Dean of Social Sciences have allowed us to experiment with the proces in order to tailor it appropriately to the commuter community college population while maintaining credibility with universities and psychological professional organizations. The financial commitment included building the laboratory and buying related equipment. There has also been a psychological commitment in that the administration has encouraged creativity and excellence in the undergraduate teaching-learning process.

HISTORY PROGRAM

Today's incoming college freshmen were born in 1972. The first president they remember is Jimmy Carter. They have grown up with television, VCRs, and computers. Usually they have not heard of Hubert Humphrey and know very little about Vietnam except from a Hollywood perspective.

On the first day of class students are asked what their interests are and specific course projects are developed based on this information. The process is a learning experience for professor and student. An effort is made to have history, no matter how old the topic, relate to the student. This relationship usually results is a much more stimulating class.

A project that Professor Jaynes discovered to stimulate student interest is video research. To replace the traditional research paper, students create a video documentary about an historical event or time period of their choice. While some crate through narrative, most incorporate music of the time period. In creating this video they research file footage regarding their subject from a variety of resources such as the Twentieth Century Video Library. The students then splice the tape and dub in appropriate songs. The resulting video resembles MTV with an academic twist. The students are more excited over this project than a traditional research paper. The video project also gives them the opportunity to become more creative and exercise critical thinking. Students turn in a written abstract that contains a summary of the project including overall goals and objectives they have tried to achieve in the project (Fig. 11). They also must include a reference page for their video. It has become apparent that the video has increased relevance to the student's experience and students discover they work harder on this project than a traditional paper.

Another project student complete is an analysis of television shows. One hundred years from now history students researching the late twentieth century will be using television a major research tool. Keeping this perspective, students view television shows from the late 1950s to the present and write their perspective. For example, the students imagine themselves as students in 2090 watching 1953 "I Love Lucy" and see an episode where Ricky spanks Lucy. What would be their conclusion in 2090 on the status of women in the 1950s? This could be reinforced by such shows as "I Dream of Jeannie" or "Bewitched" where women with magical powers are

FIG. 11

WORKS CITED

Video:

The Video Encyclopedia of the Twentieth Century Vol. 24

The Video Encyclopedia of the Twentieth Century Vol. 47

The Video Encyclopedia of the Twentieth Century Vol. 34

Vietnam: The Ten Thousand Day War (Tet)

Vietnam: The Ten Thousand Day War (Soldiering On)

Vietnam: A Television History Vol. 8

"A Current Affair" June 4, 1988

Warner Brothers Productions

Audio:

"Revolution" The Beatles

willing to give them up to become housewives. Or what about the "Andy Griffith Show," which portrays a rural southern town without blacks? Another example is the Tarzan movies from the 1940-1950 era in which one man can defeat thousands of black natives. As is evident, television analysis can be used in many different areas of social research.

Historical re-creation is another activity for student involvement. This is not a new idea but somewhat avantgarde when applied to recent history. Re-creating the Salem Witch Trials is easy and fun for students and is non-threatening since they took place so long ago. However, when the students re-created a lunch counter sit-in, difficulties arose to the controversy surrounding the topic and the contemporary time frame. The final documentation of the lunch county sit-in project was a media presentation tracing the paths of these students who re-created the sit-in as well as interviews inquiring into their pre-mindset and post-mindset with much attention devoted to the metamorphosis in between. The video documented that crossing the line between history and personal experience was very powerful. While listening to lectures and taking notes are comfortable activities for students, role playing a black student sitting in a white restaurant in a southern town in the early 1960s makes history come alive and relevant.

EVALUATION

Although a full-scale evaluation of CCCCD's experiential teaching-learning component has not yet been conducted, a number of indicators of effectiveness have emerged over the past couple of years. These indicators include student comments gleaned from the annual CCCCD Student Survey, the average withdrawal rate in history courses at CCCCD as compared with the rate in all courses in CCCCD and in history courses as colleges that do not have the experiential component, student comments in course evaluations in history and psychology, and a pilot study conducted in psychology. Others studies are being planned.

The 1988 CCCCD Student Survey was completed by 750 respondents, a sample broadly representative of the total student body. One of the several open-ended questions in the survey asked the question, "What do you like best at CCCCD?" In response to this question, a number of students referred to the experiential laboratory component: "The lab has helped me put into practice what I'm learning in class." I like the teachers, the extra help, labs, etc." "I really like the lab projects." "It's hands-on stuff that helps me understand the subject!"

Regarding history, comparative course withdrawal rates provide an indicator of effectiveness of the experiential component. In the Spring semester of 1989, the withdrawal rate in all CCCCD classes was 21%. The withdrawal rate in history courses, all of which included an experiential component, was 1'5%. In the history courses taught by Professor Joe Jaynes, the withdrawal rate was only 7%. These history withdrawal rates can be contrasted with those in several other Texas community college districts. On the seven campuses of the Dallas County Community College District, the average history withdrawal rate was 24%. At Delmar College (Corpus Christi) the rate was 27% and at three campuses of North Harris Community College, the average rate was also 27%.

A key indicator of the effectiveness of the history experiential component in Prof. Jaynes' courses appears in students' responses on the course evaluation form. When asked, "What aspects of the teaching or content of this course do you feel were particularly good?" students responded as follows: "I feel the videos really help. They make a lasting impression and get away from lectures." "The video helped to enhance the class. They bring that year or event to our class to help understand what it was like then." "The videos helped/me understand and finally begin to like history."

Also revealing are student's responses to another question on the form: "What comments do you have about other instructional materials used in this course?" Some sample comments: "Joe uses videos that make history more interesting and bearable to the students." "The use of videos brings history alive and leaves a lasting impression of the events." "Some of the humorous videos are overdone. A lot of them make a point about attitudes." "Please incorporate more good reading and videos into all classes."

The psychology program has been evaluated by student, faculty, and administrators as well as local mental health professionals and several universities (University of Texas at Dallas, University of Tennessee, University of Southern California, and University of California at Los Angeles). The overall evaluation indicated that students learned theoretical material and concepts ore completely through the use of the experiential four component precess. Recommendations we made which have been incorporated into curriculum revisions. Information regarding the quality of academic work being completed by CCCCD students after transferring to a university is being tracked to help maintain quality of the experiential component and to indicate effectiveness.

A pilot study in Professor Ewing's General Psychology course was conducted in the Spring 1989 semester to discover the extent to which students' completion of laboratory work correlated positively with course test scores. A total of 93 students participated in the study. Scores on the laboratory work of these students were compared with their scores on each of three tests. IQ scores of the students served as an independent variable. These scores reflected a normal distribution. The results of the pilot study revealed a positive correlation, i.e., R=+.203. These results were at a significance level of p=.05, i.e., one could be 95% confident that the correlation exhibited was accurate.

The laboratory component and manual in General Psychology were evaluated by students. A survey was designed specifically to ascertain students perception of learning in the laboratory. All students enrolled in General Psychology courses completed the survey, n=472, Spring semester 1987. The results of the student evaluations showed that 92% of the students believed the laboratory section of General Psychology to be helpful in their learning experience and advantageous to the synthesis and application of knowledge.

As in history, an important indicator of the effectiveness of the experiential component in psychology courses appeared in students' responses on the standard course evaluation form. Students responded to the question, "What aspect of the teaching or content of this course do you feel were particularly good?" Some typical comments: "Lectures and labs were always interesting." "The labs helped a lot in understanding the material that was organized and presented in a very suitable fashion." "Discussions were interesting; labs were helpful in proving (or disproving) key ideas or theories."

To the questions, "What comments do you have about other instructional materials used in this course, students responded typically as follows: "The lab book was well-prepared." "Lab book good--enjoyed the assignments used from it." "The lab manual was very helpful as a learning experience in this course." "Really enjoyed all of the labs we did in lab and in groups."

Currently, a group of faculty from various disciplines, including accounting, English, math, business management, history, psychology, and developmental writing are using classroom research projects to assess experiential teaching-learning. These techniques include minute papers, self-assessment of learning styles, student goals ranking, concept maps, one-sentence summaries, and punctuated lectures-discussions (Cross and Angelo, 1988). Obtaining instant feedback on what the students are learning from classroom lectures/discussions as well as from laboratories, video projects, practice sets, guest speakers, internships, and small group processes allow professors to incorporate appropriate experiential techniques and expand where necessary on concepts that students are having difficulty understanding, synthesizing, and/or applying.

Several future studies are being planned to further assess the effectiveness of the experiential component in CCCCD's courses. Using a control group, one study will compare the performance of students taking sections of a particular course which include an experiential component with the performance of students taking sections of the same course which do not include experiential components. In conjunction with this study, separate surveys will be conducted with students and professors assessing the attitudes and experience of these two different populations regarding the experiential component.

As CCCCD continues to grow and mature, we are trying to capitalize on the opportunity of being able to systematically evaluate the pedagogical approach to student involvement in learning.

SUMMARY

The teaching-learning paradigm that is experientially student-centered was integrated into the original curriculum development of Collin County Community College District. As a result of the emphasis on active learning from the college's inception, the college community has been able to observe, ask, review, and evaluate the experiential approach. Based on the data from these sources as well as national research, there appears to be a strong indication that indeed students do learn, grow, persist, and enjoy higher education more when they are actively involved in the learning process.

When students are free to discuss, examine, analyze, and formulate their own independent judgements about academic material, they also have a greater opportunity to synthesize and integrate that knowledge. When student interact with their professors and subject matter in order to understand the methods and styles of inquiry that led to the development of each disciplines's knowledge, then students have the opportunity to think critically and creatively and apply that knowledge to their own lives.

Active experiential teaching-learning remains the focal point of Collin County Community College District. The uniqueness is not what is being taught, but how it is being taught. Learning is not a spectator sport.

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CHAPTER 7

What Constitutes Student Success in the Community College?

WHAT CONSTITUTES STUDENT SUCCESS IN THE COMMUNITY COLLEGE?

John Losak

Miami-Dade Community College

INTRODUCTION

For many years I have been troubled by the rather passive acquiescence to definitions of success imposed on two-year colleges by history, yet until last year I was unable to pull together an adequate data base to present an empirical study. It used to be true that the typical college student took a full-time load, had little commitment to outside employment; and completed the requirements for a Bachelor's degree in four years. A similar pattern was found in the two-year colleges in their formative years when these schools were accurately described as junior colleges, offering a parallel curriculum to that which could be found at the nearest university.

For so long did this pattern continue that it is now a major challenge to cast off this anachronistic notion of success--perhaps the "two-year" descriptor of the community college needs to be dropped. Why? Because student college-going behavior has changed dramatically over the last two decades while our conceptualization of it has not. Even for full-time first-time-in-college students, the model year to obtain the A.A. is three-not two; add to this the part-timers, then four or even five years to earn the A.A. is not unusual.

One clear implication of these changes is that we in the community and junior colleges have not effectively communicated to our various constituencies the wide array of positive outcomes rooted in our missions. This article is an attempt to provide one model for assessing success that is both in keeping with student college-going behavior and reasonably acceptable to the academic community.

The Ubiquitous Community College: Presence or Pretense?

The community college contribution to higher education is substantial, but is most often acknowledged by quoting numbers and ignoring mission. We know that more than half of all entering freshmen begin their careers in a community, technical, or junior college (Parnell, 1984). Since the beginning of the 1980s, slightly over half of all students in formal postsecondary education have been enrolled in a community college (Cohen, 1985).

The enormous presence of community college education has preceded an understanding and acceptance of its diverse student body and several unique missions. In one of the early longitudinal studies of "dropouts" from higher education, Astin (1975) applied university oriented success criteria (e.g., attaining the baccalaureate degree within four years; completing four years of undergraduate work; remaining continuously enrolled for four

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years) to both community college and university students. In one portion of the study, he asks whether type of institution (e.g., two year college vs. four year college vs. university) makes a difference in non-success rate, with little regard for the different enrollment patterns found at tow year colleges. Not surprisingly, he finds a non-success rate of almost 60% for two year colleges, a much higher rate than at public universities. Even after controlling for factors which mitigate against success at certain institutions, he finds a lower success rate at two year colleges. Astin (1975) concludes that two year colleges have a negative effect on persistence, and that students minimize their chance of completing a baccalaureate degree when they begin at such institutions, a very severe indictment for which we do not find supportive data at Miami-Dade.

Ten years later, Cohen (1985) acknowledges the growth of community colleges while lamenting the dilution of their transfer function. He asserts that the proportion of students completing two years and then transferring has declined to "around 5% of the total enrollment" (he gives no source for this figure). This is a narrow conception of the transfer function and ignores students who successfully complete college credit instruction which can later be applied toward a degree. Cohen (1985) also implicitly treats open access at the community college as an extension of high school by labelling community college education as "grades 13 and 14" (Cohen, 1985, passim). He believes that open access has led to the provision of "quasleducative" services, and as as example, argues that offering courses to people who wish to upgrade their skills is detrimental to the image of the college as provider of "grades 13 and 14." Finally, nowhere does Cohen (1985) link open access with quality control in the classroom from which efforts an expectation of low completion rates must follow.

The Success Game: Whose Criteria?

Taxpayers and their legislative representatives are the inevitable audiences for arguments about postsecondary education success rates. The most common success criterion, "on-time" graduation, ignores the fact that across all higher education institutions "stopping out" of college has become more prevalent, and part-time enrollment is on the rise (Eckland & Henderson, 1981). Some authors speculate that overall graduation rates will decline as more protracted attendance patterns increase (Ramist, 1981; Eckland & Henderson, 1981; Kaufman et al., 1984). Data reported for four universities across the country in a CUNY paper support this speculation (Kaufman et al., 1984).

Graduation as a success criterion carries with it the clear implication that leaving college without a degree is non-success. Kaufman et al. (1984) call this the myth of college attendance--"there is no such thing as enough college without a degree." Students who "fall" to graduate are automatically tallied against college success, and institutions strive to identify correlates of retention in order to target potentially high risk groups. Insofar as these correlates reside in student characteristics, they are difficult to change short of tightening admission policies or changing recruitment strategies (Bers, 1984). Finally, the kind of degree may also reckon in success criteria. Astin (1975) and Cohen (1985) both focus on transfer education, equating eventual baccalaureate completion with community college success.

These views have not kept pace with changing environments and diverse student goals. Declines in the blue-collar sector of the economy call for increased education in technical, business, and professional service areas. Higher education has become the gatekeeper for many of these positions, with an increased acceptance of associate degrees as viable entry points into careers (Bean & Metzner, 1985). Further, Walleri (1981) reminds us that many community college students have no intention of receiving a formal degree. The community college mission now encompasses transfer education (both with and without formal transfer degrees), vocational-technical education (both job preparatory and job upgrade which may or may not require formal degrees), special programs for non-traditional students (English as a second language, college preparatory, GED preparation, etc.), and community education.

Stopping Short of a Degree: General Research Findings

Published attrition research through the 1970s focused primarily on four year colleges (Walleri, 1981) and on conceptual/statistical models for predicting attrition (Tinto, 1975, 1982). The majority of community college studies appear as unpublished technical reports, or as "published" entries in the ERIC collection (see the exhaustive review of non-traditional student attrition research by Bean & Metzner, 1985). Across higher education, most attrition occurs from the first to the second year. National longitudinal data reveal that 40% of first-time-in-college community college students leave after one year, as do 25% of students in four year colleges (Fetters, 1977). Up to 35% of students in four year colleges will never attain a degree (Jackley & Henderson, 1979; Ramist, 1981).

Degree intent is often not determined at community colleges. One of the most instructive lessons from the California Community Colleges longitudinal studies is that inferences about student degree intent emerged after the fact as investigators attempted to explain why so few were graduating (see for example, Hunter & Sheldon, 1981). Many of the post hoc student "prototypes" summarized in the final report describe students who had no intention of completing a degree (Sheldon, 1982; Knoell, 1982).

As was noted earlier, comparative studies find higher attrition at community colleges than at four year colleges or universities (Astin, 1975; Tinto, 1975; Beal & Noel, 1980; Anderson, 1984). These institutional differences presumably remain even when controlling for factors mitigating against community college student success. Tinto (1975) criticized Astin (1975) for applying an enormous number of variables to a small sample of students, and states that most comparative findings are tentative at best. More importantly, all of the comparative studies use university oriented success criteria and timelines, and fail to consider the several missions of community colleges which mayor may not involve attaining a formal degree.

There does appear to be a general recognition that the causes and consequences of attrition differ greatly between two and four year colleges. Bean & Metzner (1985) point out that many of the factors identified as increasing the likelihood of attrition are especially prevalent in non-trational students. They are older, commute rather than live on campus, tend to be married or employed off-campus, and attend part-time. All of these factors limit the possible intensity and duration of socialization into the academic milieu. Walleri (1981) argues that most community college withdrawals occur for valid reasons such as employment, family responsibilities, etc. Most students leave in good standing, are generally satisfied with the help they received at the institution, and many will return to postsecondary education at a later time (Lenning et al., 1980). The "stop-out" pattern of community college attendance is now investigated as a phenomenon in its own right (Willet, 1983).

Finally, most research indicates that increasing student involvement with an institution increases retention. Most importantly, whatever factors increase the "fit" between student and institution increase retention (Bean & Metzner, 1985; Walleri, 1981). Obviously the diversity of the community college population mitigates against a good "fit" for many students and against high student involvement. As if to underscore this point, Bers (1984) found that increased involvement did not lead to higher persistence in community college students at her institution. She surmises that the level of involvement was still too low to make this variable pertinent in a population where most students are, of necessity, minimally involved.

The Success Game Revisited: Dimensions and Definitions

On the criteria of survival and growth, the open door community college has clearly been a success with citizens of many states. Yet these criteria will not satisfy critics who argue that community colleges do not achieve the success rates found in four year schools. The problem centers on the definition of success, an elusive concept often used for public relations purposes to market institutions and their products. Few colleges of programs can survive with the label "non-successful," and as observed by Losak (1'973), operational definitions may encompass sufficiently wide ranges of behavior to virtually ensure an impressive success rate. Nickens (1976) achieved a 98% success rate for community college students when he included all who achieved their goals plus all who still had plans to do so. Only 2% had absolutely "given up." Conversely, operational definitions can be so restrictive that they ensure non-success. For community colleges, university oriented criteria such as on-time graduation (after only two years) or continuous enrollment are examples.

Three separate dimensions of success seem to emerge conceptually from the literature reviewed in the preceding sections: academic standing; persistence category; and goal attainment. Academic standing becomes salient when it is acknowledged that most students who stop short of a degree leave in good standing (Fetters, 1977; Lenning et al., 1980; Tinto, 1982). This is true across postsecondary education--not just in community colleges. Insofar as the community college mission encompasses college credit instruction that can be applied toward a degree, maintaining good academic standing must be included as a dimension of success.

Persistence category is another dimension emerging from the literature. Positive outcomes in addition to graduation have appeared predominantly in data from community college researchers (Kapiolani Community College, 1981; Losak, 1983; Lucas, 1983; Morris, 1983; Kaufman et al., 1984; McMaster, 1985). Most typically, positive outcome categories encompass students who are still enrolled as well as those who have graduated, but several researchers also include students who stop short of a degree. For example, Lenning et al. (1980) define an "attainer" as someone who completes an intended goal but leaves prior to graduation; Lucas (1983) considers students who completed 48 hours but left without a degree as having "alumni status"; and Losak (1983) counts leavers with acceptable grade point averages and thirty or more credits earned as successful.

Finally, goal attainment has long been recognized as an important mitigating variable in the literature on attrition. More than ten years ago, a Miami-Dade task force recommended that attrition be defined in relation to student expectation and attainment of stated goals (Flannery et. al., 1973). Higher education "dropout" literature in the 1980s has essentially reached the same conclusion (Bean & Metzner, 1985). For example, Tinto (1982) emphasizes that the term "dropout" should be reserved for only those students who fail to complete their goals.

The simplest specification of goals centers on whether a student is degree seeking. Many colleges are ow asking for a basic declaration of intent, since placement testing, financial aid, and curricular choices are often determined by the answer. Degree seeking status can be captured at registration and does not require extensive surveys or goal inventories. There is clearly some error inherent in this self report procedure. Students desiring financial aid may declare themselves degree seeking whether or not they intend to complete the degree during a given enrollment tenure. Conversely, students who wish to avoid placement testing and mandatory basic courses may declare themselves non-degree in order to enroll directly in specialized program courses. For the most part, however, it many be assumed that degree intent statements are accurate, but that a small margin of error will lower graduation rates of purported degree seekers and result in some graduates among students who initially declare themselves non-degree.

The three dimensions described above yield six possible outcome categories, and within these, three outcomes which will operationally define "success" for purposes of this study. These outcomes are shown in Table 1.

Table 1
Outcome Categories

Academic Standing	Graduated	Still Enrolled	Left College
GPA ≥ 2.00	(1) Success	(2) Success	(3) Success
GPA ≤ 2.00	(4) n/a	(5) Non-Success	(6) Non-Success

Success is limited to categories #1 through #3 since both degree and non-degree students are successful only with good grades. Limited courses for jobs or transfer must be passed in order to benefit the non-degree student, and degree seekers must remain in good academic standing if they wish to persist at the institution, graduate, return later for a degree, or transfer early. With respect to goal attainment, successful degree seeking students should be found predominantly in categories #1 and #2, and most non-degree students in category #3.

Miami-Dade averages about 8,000 to 9,000 first-time-in-college students during a Fall Term, with over 80% of these students reporting themselves as degree seekers. Using the 1982 Fall Term as an example, 82% of the 8,344 first-time-in-college students were degree seeking. Approximately 60% of degree seekers begin enrollment as full-time students. Of the non-degree students, however, only about 25% begin their enrollment as full-timers.

The outcome categories described in Table 1 can be applied separately to degree and non-degree students, further categorized by whether they began enrollment on a full or part-time basis. Part-time students require a longer time span for assessment of outcomes, as do degree seekers. The community college student who most resembles the "traditional" college freshman is the full-time first-time-in-college degree seeker. Consequently the bulk of data presented will focus on these students.

Four year outcomes for the 1981 cohort of full-time first-time-in-college degree seeking students are shown in Table 2. The most remarkable finding is a success rate of 70%. The graduation rate of 31% is equalled by 30% who left in good standing without a formal degree. The reader should note that the two year graduation rate for this cohort was only 13%, which illustrates the protracted attendance patterns anticipated in the literature (Ramist, 1981; Eckland & Henderson, 1981; Kaufman et al., 1984).

Table 2
Four Year Outcomes for Students Beginning in the 1981
Fall Term as Full-Time Degree Seekers* (N = 4476)

	% Graduated	% Still Enrolled	% Who Left College	% Success
GPA ≥ 2.00	31	9	30	70
GPA ≤ 2.00	0	3	27	

*Registered for 12 or more credits during their first term, and showed program and matriculation codes of degree seeking.

Beginning with the 1982 cohort, changes occurred which might be expected to impact success rate. College preparatory (developmental) grading practices shifted from awarding traditional A/B/C letter grades to awarding Satisfactory/Unsatisfactory/Progress grades. The "S" and "P" grades were not counted in the grade point average (GPA), but the "U" grade was. Also, the 1982 cohort was probably the first to show clear effects from curriculum requirements added to help prepare students for the new State mandated sophomore-level exit test. Passing scores on this test were required for graduation from community colleges beginning August, 1984, approximately two years into the tenure of the 1982 cohort.

A three year success rate is available for the 1982 cohort, and can be compared to three year rates of prior groups. Table 3 presents such a comparison across six different

This updated information is provided for the reader to have more current data:

Table 3

Three Year Success Rates for Students Beginning as Full-Time Degree Seekers*

Beginning Fall Term	Graduated	% Still Enrolled In Good Standing	% Who Left College In Good Standing	Total % Success
1982	19	24	21	64
1983	19	26	19	64
1984	17	26	19	62
1985	18	28	18	64
1986*	15	31	17	63

*Data through Winter Term 88-2.

vary from 64% to 69%. The impact of added curricular requirements for the 1982 cohort can be seen in the decrease in students who have graduated by the end of three years (to 19%) and increase in students still enrolled (to 20%). Note, however, that the total succeses rate is down 5 percentage points (to 64%), indicating that more students are in the GPA <2.00 category which has been defined as non-success. The final graduation rate for this cohort will probably be slightly lower than in previous years.

That the increase in students categorized as non-success is a result of changes in college preparatory grading practices is strongly supported by data from Table 4, which presents three year success rates for the 1981 and 1982 cohorts of students further subgrouped by whether they entered the college academically underprepared. Note first that Miami-Dade is achieving a success rate of well over 50% with academically underprepared students. (For a more detailed analysis based on severity of basic skills deficiencies and amount of remediation see Losak and Morris, 1985). However, there has been a drop in the success rate for the academically underprepared, but not for students whose basic skills tested as adequate.

Table 4

Three Year Success Rate for Full-Time Degree Seekers*
Based on Adequacy of Entering Basic Skills

Basic Skills Category	Graduated	%Still Enrolled in Good Standing	%Who Left College in Good Standing	Total % Success
Academically Underprepared**				
1981	25	19	23	67
1982	15	21	24	60
Basic Skills Adequate***				
1981	41	14	23	78
1982	30	23	24	77

*Registered for 12 or more credits during their first term and showed program and matriculation codes of degree seeking.
**Below the placement score on one or more entry level basic skills test.
***Passed all entry level basic skills tests, but below 65th percentile.

While three year graduation rates have declined in general from the 1981 to the 1982 cohort, for students with adequate basic skills this is balanced by a nine percentage point increase in those still enrolled in good standing (from 14% to 23%). This is not true for the academically underprepared. On a more positive note, however, prior research at Miami-Dade has shown that academically underprepared students who successfully complete all college preparatory work in the areas where they are underprepared have the same three year success rate as students who begin with no skills deficiencies (Losak & Morris, 1985). Students who exit college preparatory courses before receiving Satisfactory grades are clearly not as competitive in the classroom, and reduce the overall success rate of the academically underprepared subgroup.

The reader may have noticed from the previous table that the success rate of students with adequate basic skills was considerably higher than that for the academically underprepared. In fact, the 64% success rate cited for the 1982 cohort in Table 3 is actually a composite outcome from students who entered at various basic skills levels. Table 5 presents outcomes for the 1982 Fall Term cohort when entry level basis skills are taken into account.

Table 5

Three Year Success Rate for Full-Time Degree Seekers*
Based on Entry Level Testing Results
1982 Fall Term Cohort

Basic Skills Category	%Still % Graduated	%Who Left Enrolled in Good Standing	College in Good Standing	Total % Success
Not Tested	5	8	39	52
Academically Underprepared**	15	21	24	60
Basic Skills Adequate***	30	23	24	77
University Eligible****	40	18	28	86

*Registered for 12 or more credits during their first term and showed program and matriculation codes of degree seeking.
**Below the placement score on one or more entry level basic skills test.
***Passed all entry level basic skills tests, but below 65th percentile.
****At or above the 65th percentile on all entry level basic skills tests.

The most impressive success rate in Table 5 is for students scoring high enough on the placement tests to be considered university eligible. The three year graduation rate is 40%, which compares to five year graduation rates of 30% for the CUNY universities, 29% for the California State University and College System, and 32% for Arizona State University (Kaufman et al., 1984). These rates are evidence that academically talented students are not "at risk" by beginning postsecondary education at Miami-Dade, evidence which is clearly opposite from the findings of Astin cited earlier. They are also evidence for protracted attendance patterns in universities as well as community college.

Not surprisingly, there is a systematic increase in the success rate as basic skills levels increase. The students who were full-time degree seeking yet not tested show the lowest success rate, with most of these leaving the college in good standing. This group was almost 80% Hispanic, and over 60% showed graduation from foreign high schools. It would appear that these are non-English speakers who were initially exempt from basic skills testing and left once the English language was mastered (i.e., once they received satisfactory grades in their ESL coursework).

The analysis so far has focused on full-time first-time-in-college degree seeking students. The part-time degree seeker, on the other hand, represents a different kind of student. At Miami-Dade, the actual number of part-time first-time-in-college degree seekers for a given Fall term is slightly over 2,500. These students are generally older than full-timers, less likely to have graduated from Florida high schools, and more likely to be attending part-time because they are married and/or working. Given these differences, we might expect a lower success rate for part-time degree seekers, and certainly would expect a lower graduation rate.

Table 6 presents a comparison of four year success rates for full vs. part-time degree seekers. Note that the success rate for part-time degree seekers is slightly over 50%. This is an impressive showing for students who have been out of high school longer than their full-time counterparts, and who are likely to have work and/or family responsibilities competing for their available study time. The part-time graduation rate of 11% compares favorable with a three year rate of 7% at William Rainey Harper College (Lucas,1983) and a 1% rate at Mercer Community College (McMaster, 1985).

Table 6

Four Year Success Rates for Full-Time* vs. Part-Time**
First-Time-in-College Degree Seeking*** Students

1981 Fall Term Cohort

Basic Skills Category	% Graduated	% Still Enrolled in Good Standing	% Who Left College in Good Standing	Total % Success
Full-Time	31	9	30	70
Part-Time	11	11	33	54

*Registered for 12 or more credits during their first term.
**Registered for less than 12 credits during their first term.
***Showed program and matriculation codes of degree seeking during their first term.

A final component of first-time-in-college enrollment that deserves mention is the non-degree student. At Miami-Dade, close to 20% of all first-time-in-college students in a given Fall Term declare themselves non-degree (approximately 1,500 students), with the majority enrolling on a part-time basis. These part-time non-degree students enroll with limited objectives relating to work or personal interest. They are the oldest of the first-time-in college students (mean age of 33), least likely to have graduated from Florida high schools (only 33%), and most likely to be female (65%). Their four year success rate is 50%, and compares favorably with that of their part-time degree seeking counterparts.

The part-time degree seeker and the non-degree student described above are examples of an adult population entering college for the first time. Almost ten years ago, Lenning and Hanson (1977) speculated that community colleges had just begun to "scratch the surface" of the total adult population with traditional academic backgrounds in high school who were not representative of the "millions out there" parallelling the low income academically underprepared student in the younger age groups. It is clear that, at least at Miami-Dade, more of the "non-traditional" adults are now entering the system.

Success at Miami-Dade: Comparison with Other Colleges

A literature search for longitudinal data to compare with Miami-Dade outcomes revealed few data bases using adequate time spans. For example, of the 40 studies reviewed by Bean and Metzner (1985), 75% focused on a time span for attrition ofone year earless. Additionally, many studies do not distinguish between degree seeking and non-degree students, between full-timers and part-timers, or between first-time-in-college students and those who are simply new to a particular college. If these distinctions are not made, differences between colleges may simply reflect initial enrollment components rather than differential success of the academic progress of the academic program. Additionally, the present study has demonstrated that outcomes differ for students whose entering high basic skills levels differ.

With these qualifications in mind, data were located from only three community colleges to compare with Miami-Dade outcomes. The comparison is based on the number of students who graduated or were still enrolled (irrespective of GPA) and is presented in Table 7. It is still not clear whether outcome differences among schools reflect the differential success of academic programs, or differences among students. It was not possible to determine the exact basic skills mix at the comparison schools, yet it was clear that they all had students who began with skills below college level. These three schools also had minority representation in their student body, and presumably ESL students.

Table 7

Three Year Comparative Outcomes for Degree Seeking
New* Students Attending on a Full-Time Basis

College	% Graduated	% Still Enrolled	Total
Miami-Dade Community College	19	27	46
Mercer Community College, NJ (McMaster, 1985)	17	25	42
CUNY Community College, NY (Kaufman et al., 1984)	15	24	39
Kaploiani Community College, HI (Kapiolani, 1981)	17	21	38

*Kapiolani students were simply new to the college and not necessarily first-time-in-college.

Summary and Implications

Females, minorities, and older students with jobs and families are entering higher education at an increasingly higher rate. The stereotypical image of an undergraduate student as 19 years old, academically able, white, middle class and male must change to a recognition that higher education now embraces a more representative cross-section of the public. Community colleges have for the last three decades taken the lead in education of these "non-traditional" students, but their impact is now being felt in four year colleges and universities as well.

The influx of these students into higher eduction has led to quite different student enrollment patterns. Stopping out of college is more prevalent, part-time enrollment is increasing, and most students have objectives that are not synonymous with earning baccalaureate degree within four years. College credit work may be spaced over a number of years, over several institutions, and if a degree is earned. It may not be a baccalaureate. Associate degrees are increasingly accepted as credentials for entry into technical and business careers, and college credit short of a degree can help upgrade job skills. These factors suggest a need to redefine student "success", a task which the authors of the present paper have undertaken.

The success criteria developed consider student goals, possible outcomes, and academic standing as measured by grade point average. Six categories emerged with three of these defined as "success"; graduating; remaining enrolled in good academic standing; and leaving college in good standing. Using these criteria, the Miami-Dade student success rate for full-time first-time-in-college degree seekers is 70% after four years. The components of this success rate are: 31% graduated; 9% still enrolled in good standing; and 30% left college in good standing. The two year graduation rate for this same groups is only 13%, emphasizing the need to consider protracted attendance patterns when examining graduation as a component of success.

A further grouping of student outcomes based on entry-level basic skills reveals that academically talented students are not necessarily "at risk" by beginning enrollment at a community college. For those students defined as university eligible, three year success rates were 86%, which includes a 40% graduation rate. This compares favorably with graduation rates quoted for universities (approximately 30% graduated after five years).

A limited follow-up of full-time degree seekers who left in good standing revealed that 14% of those located had enrolled in the State University system within one year after leaving Miami-Dade. For students classified as university eligible at entry to Miami-Dade, 34% of leavers located had enrolled in the State University system within one year. This finding reinforces the picture of students who space out their educational experiences across time and across institutions.

Successful student outcomes are essential for a college to survive. A variety of measures may be used in any analysis and the literature is replete with a wide array which have been selected over the decades. Measures used in this study were few, selected so as to avoid self-serving definitions on the one hand, or inherently devastating measures on the other. It is believed that those selected represent an optimal synthesis rooted in institutional mission and reality-based student behavior.

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CHAPTER 8

Celebration of Teaching: Staff Development Seminar

CELEBRATING TEACHING: a Collegial Experience

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BACKGROUND

For the past twenty years, community college educators representing widely varying backgrounds have gathered annually for a week of intensive learning, analyzing, and reflecting about teaching. This gathering, the National Great Teachers Seminar, proposes not to gather great teachers, but rather to attempt to characterize and define the great teacher.

During their intensive retreat week, these educators are challenged to search for universals of good teaching that reach beyond their specific discipline delivery. They are further challenged to review and analyze their own attitudes and behaviors with respect to good teaching. In short, faculty enjoy an opportunity to concentrate on what constitutes good teaching, to share their ideas, and to socialize informally for a retreat week that offers a chance to share objective analysis of their professional values.

David Gottshall, a member of the humanities faculty at College of Du Page, is a founder of this experience for teachers. After several members of the college faculty had attended these Great Teachers Seminars and had reported them to be the best staff development program they had experienced in their careers, College of Du Page encouraged David to provide a similar, albeit shorter, experience for Du Page's faculty two years ago. While he had facilitated seminars for other colleges, he had some concerns about the demands of presenting the program to his peers on the faculty. If the experience proved unsuccessful, the college's staff development effort could suffer a setback; with success, however, the staff development program at the college would be enhanced. It was decided that the promise was worth the risk, and the college proceeded to plan a three-day Celebrating Teaching Seminar for its own faculty.

To introduce as many faculty as possible to this experience, three seminars were planned for the first year. The first was conducted prior to the opening of school in the fall; the second during winter break, and the third during spring break. Each seminar was limited to twenty-five participants so that meaningful exchanges among participants would be encouraged.

To provide for as diverse a group as possible, each of the college's six academic division deans, the Dean of Student Services, the Dean of the Learning Resources Center and the Dean of Academic Alternatives were asked to nominate faculty to attend.

Arrangements were made with the Lake Geneva Campus of George Williams College for accommodations; facilitators were selected, and under the capable leadership of David Gottshall, the College of Du Page began its first seminar in the celebration of good teaching.

FORMAT OF EXPERIENCE

As College of Du Page faculty from across the disciplines celebrate teaching, they do so without adhering to a rigidly structured format. Examining their professional roles through perceptions of the underlying spirit of teaching rather than through pre-determined agendas helps them to identify and share their successes and their frustrations in a way that is meaningful to them both individually and as an integrated body serving a community of students.

Initially, the purpose of the exploration is identification. Participants respond individually in two very brief papers (one page each) written prior to departure for the retreat to two basic questions concerning personally attempted instructional innovations and unsolved instructional problems. Given the identification of effective techniques and unsolved dilemmas, teachers are empowered to explore creative solutions to recurring challenges of the instructional role.

Because participants represent all disciplines in the college, interaction rapidly moves beyond attempted concrete problem solving of course-specific issues. From the input of all participants, group facilitators discern what appear to be the issues of most vital importance to the blended group. Open always to verification of their reading of the group's needs, the facilitators organize topical workshops on specific educational issues. The uniqueness of this approach lies in the reality that it is the participants who set the agenda. Attracted by their interests, faculty members first share all that they know concerning the highlighted issue and then proceed to think creatively on the topic being pursued.

Clearly, in this approach to issues, it is the participants who formulate small group focuses. The dynamic interactivity becomes most relevant because attention is given not to what an objective presenter thinks important; rather, faculty themselves share their mutual insights on points of paramount importance to them in acquitting their teaching responsibilities. Becoming accustomed to a shared environment which invites openness during the retreat, participants begin to appreciate the shared environment represented by the college itself. The result is a growing respect for interdependence among faculty across the disciplines.

Facilitators are never controlling in this model. Because they elicit the emphasis of the retreat from the participants, what results is a group-tailored experience as different in each offering as each group is different. Limited ground rules, proven effective through time and experience, do indeed apply, but, essentially, they are grounded in human consideration rather than in intellectual directiveness.

Whole group sessions provide opportunity for all participants to share teaching strategies or devices. Generally practical and rooted in common sense, these applications serve to underline the commonalities shared in the teaching mission.

It is perhaps accurate to call the Celebrating Teaching format "formatless." Having no prior expectations or defined parameters results in an open ambiance that encourages essentials of pedagogy to surface. Unfettered by preconceived devices and demeanors, participants are much more assured of a personally meaningful experience which encourages addressing the universality of the practice of teaching.

TEACHING/LEARNING BENEFITS

College students thrive in an educational atmosphere that both subtly and openly testifies that they are pursuing curricula that will result in their personal growth and development in an integrated way. Too often, learners have a sense of academic disciplines as isolated from each other. When faculty from disparate course areas transcend elements which separate them as they celebrate teaching, they nurture a sense of community in their institution. Focusing as they do in the retreat experience on what is shared in their missions, they learn from each other so that a cross-curricular fertilization is virtually insured. Evident cooperation and interdependency among faculty in varying disciplines leads students to an understanding of the importance of learning from each other.

For faculty, Celebrating Teaching results in a productive collegiality that is perhaps the first observation of participants as they experience the retreat. In the words of one teacher, "I found that I could learn and benefit from the experience and expertise of all my colleagues." Coupled with a peer's assessment that "This retreat has made me want to feel a part of what others are doing at the college," these reflections reveal that colleagues across disciplines can energize each other and renew commitment to their basic shared dedication to instruction. A participant's summative thought that "After teaching in college for more than thirty years, I got new ideas, refreshed in my mind some old ones, and modified others" confirms that values are reaffirmed when faculty can step beyond their discipline-specific role definitions to explore the too often neglected exhileration of what teaching is all about.

BENEFIT TO COLLEGE

This seminar continues to be one of the more successful and far-reaching staff development projects undertaken by the college. To date, 73 faculty have attended three retreats. The retreats' primary purposes are:

. . .to share instructional innovations and successful teaching techniques;
. . .to work together to address instructional issues;
. . .to create new mixes of personnel

Although many of the benefits of this seminar will not be evident for some time to come, immediate benefits to the college became evident even as the seminar was under way. Since some new faculty were involved in the fall seminar, they had an opportunity to experience the college culture immediately. Thus, when classes began, they felt they were a part of the college family. A ready-made support group was in place for them. Other faculty expanded their support groups and developed an appreciation for differing styles used in the delivery of instruction. Many faculty continue to explore new ways to reach students. Such dynamic pursuit assists the college in building a diverse delivery system so it may better address the educational needs of its constituency.

During each retreat one member of the board of trustees, the college president and a college provost visited the site of the seminar, sat in on a few small group discussions, and ate lunch with he participants. Thus the administration and board were able to observe the faculty in an informal setting as they addressed those issues vital to their professional lives.

These visits reinforced the board's and administration's commitment to developing the college's most valuable resource--its faculty. Presentations on the retreats have been given to the full board during their regular monthly meetings and have been well rece4ived by them. The result is a board with a deeper appreciation for the teaching process within College of Du Page as well as a respect for the sincere interest faculty have in improving their teaching methods and their interpersonal relationships.

Observing faculty returning from their retreats with renewed enthusiasm, with new ideas and with a greater sense of collegiality, administrators concluded that the model might work for them as well. Last year the first administrators' retreat was held using a format similar to that used in the faculty seminar. Because of that meeting's success, discussion is under way to consider a similar seminar for a joint group of faculty and administrators.

Cost effectiveness is a necessary consideration in every new program undertaken in our educational systems. While we did not initially give the economic elements of Celebrating Teaching the greatest emphasis in our planning, we have found this model to be significantly more cost effective than any other available forms of staff development. It is time and money well invested and well spent.

Without a doubt, the most significant benefit derived from the seminar is a noticeable improvement in the environment for teaching and learning at College of Du Page. Placing faculty in the role of students and facilitating their studying themselves as teachers results in a supportive exchange of ideas and ultimately in an improved learning environment for students--our reason for being.

INSTITUTIONAL EFFECTIVENESS AND NETWORKS/LINKAGES

CHAPTER 9

Inter-institutional Exemplary Practices in California: Institutional Effectiveness and Student Success

CRITERIA AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

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Julie Shark, Director of Institutional Research

Rancho Santiago College

INTRODUCTION

Institutional effectiveness. Student outcomes. Assessment. Accountability. Why are these terms suddenly so frequently before us, and what do they represent for California community colleges?

Nationally during the past few years, educational quality has been studied and questioned. Secretary of Education Bennett has provided some of the most provocative and challenging public statements regarding educational institutions which hitherto have been among the most traditional and nonreproachable.

Since the passage of Proposition 13 and the shift of primary community college financial support from the local to the state level, California community colleges have been studied, discussed, legislated, and scrutinized. The Commission for Review of the Master Plan for Higher Education, the Joint Legislative Committee, Little Hoover Commission, AB 3409, AB 4131, and reform bill AB 1725, to name just a handful of California 1980's benchmarks, attest to the current high level of interest in community college education.

There are two major sources of this increased interest regarding the quality of education today: the decreasing dollars in the public purse and the changing student population for whom traditional educational methods and practices are no longer adequate.

1. Funding. More and more public needs are competing for fewer public dollars, nationally, in every state, and in every public segment. With funding becoming scarcer, demands for accountability of funded agencies to funding agencies are on the rise. The public wants to know if dollars are being wisely invested and wants to be provided with supporting information.

2. New Student Population. Not only have the K-12 and postsecondary populations broadened over the past 100 years by providing access for all, but those same populations have changed to become increasingly heterogeneous. Traditional educational practices which were at one time successful are no longer working for all students. Hence, the quality of the product of educational institutions is in question. Our non-successes have provoked the demand for evidence of reform.

Several states in the nation have addressed these issues by implementing formal and comprehensive accountability programs in their educational institutions. Some of those initiatives were created by lawmakers and some by educators. In California, legislators and educators alike have discussed institutional effectiveness assessment for the last six or so years. Accountability mechanisms for California community colleges are today being written. Most would agree that educators, as opposed to legislators, are in the best position to identify the goals of their institutions along with corresponding measurement criteria. But it is also recognized that if educators do not address the issue with vigor, legislatures will.

It is with this background and within this framework that in April, 1988 five major California community college associations, representing all community college constituencies, combined their efforts to conduct a workshop on institutional effectiveness. The workshop, "Developing Criteria for Institutional Effectiveness," was sponsored by the Academic Senate for California Community Colleges, Association of California Community College Administrators (ACCCA), California Community College Trustees (CCCT), California Association of Community Colleges (CACC), and the Accrediting Commission for Community and Junior Colleges. Rancho Santiago College served as host district. Participating colleges were represented by teams of faculty, trustees, and administrators. It was their that community college professionals should be informed of this important issue and that those same individuals should respond proactively rather that defensively to institutional effectiveness and inquiries.

Through research that has been done individually in many of the 106 California Community Colleges with 71 different governing boards, we know that our programs are effective and that we are actively striving to improve those that are not. However, there is a need to coordinate our activities relative to institutional effectiveness assessment so that we can articulate our efforts and successes with a unified voice.

The uniqueness of this workshop was that it was a combined effort of California community college faculty, staff and trustees discussing and developing criteria and measures of institutional effectiveness. The large number participating in the April, 1988 workshop testifies to the recognition that institutional effectiveness is an important and timely topic.

WHAT IS INSTITUTIONAL EFFECTIVENESS?

"Institutional effectiveness" is the latest in a long succession of terms that have become part of professional jargon in higher education. Unlike previous buzzwords this interpretation. Robert McCabe has said, "Institutional effectiveness is knowing what it is you want to accomplish, figuring out how well you're doing it and using that information to improve the institution. This of course assumes the worthwhileness of what it is you're doing."

This latest and most useful part of the vocabulary of institutional accountability arises from the quest for quality about which much has been written in recent years. The term encompasses the intent of other language that has been part of the discussion. "Institutional improvement" is a fuzzy term without criterion guide posts. "Program review" is imprecise as to meaning and has been diminished in usefulness since it became contaminated by the use of the term to describe studies intended to justify reductions in program and staff. "Management by objectives" comes close to what is intended by institutional effectiveness but tends to imply near term concerns of administrative nature. "Outcomes assessment" suggests a deceptively precise focus on results while taking resources and processes for granted. "Value added," a concept popular with lay critics and supporters of higher education, suggests an economic model which assumes that education is additive rather than transformational.

"Institutional effectiveness" is a term which is sufficiently broad to deal with complexity and to encompass the other fashionable but transitory buzzwords. It is a more useful term than "quality," which in the vocabulary of the late 1980's has become confused with prestige and status. "Effectiveness"--producing the desired effect--suggests that the institution is delivering on its promises. It further suggests that the institution can demonstrate that this is so.

IMPLEMENTING INSTITUTIONAL ASSESSMENT

Colleges today are confronting significant challenges requiring the devotion of enormous human and financial resources. Those resources must be effectively used and effectiveness must be demonstrable to justify sufficient public support to get the job done. It is clear that all institutions that compete for public support and for student enrollment will bear the burden of proof that they are making good on their promises.

The first necessary steps in the assessment of institutional effectiveness were the subjects of the April, 1988 workshop hosted by Rancho Santiago College. Participants discovered early that it is difficult to develop criteria to assess institutional and programmatic objectives unless those objectives are clear and precise and specify intended student outcomes. It is at this point that an institution can be set up for failure if definitions of institutional effectiveness measures are not reasonable or if the proposed process is too complicated or expensive. Determination of what is reasonable require the informed professional judgment of those who teach the students. Teaching faculty should 1) establish reasonable objectives, 2) collect data, and 3) interpret findings. Having a sophisticated research capability will be enormously helpful, but it alone cannot achieve effective assessment.

One of the attributes of the effective institution is that it is intensely self critical, willing to ask even potentially embarrassing questions of itself. Effectiveness assessment requires an institutional commitment involving all persons responsible for the instructional and service mission of the college. The plan for assessment of effectiveness should be practical, useful, and affordable. In any case, we should not expect that such a model will be universally applicable to each institution. Each individual institution and each sub-unit within that institution will struggle to devise systems that are useful and effective in that context. Institutions will become more proficient at effectiveness assessment in a few years. To reach that level it is necessary to begin now.

John Petersen, Executive Director
Accrediting Commission for
Community and Junior Colleges

BEST COPY AVAILABLE

THE CHALLENGE OF INSTITUTIONAL EFFECTIVENESS ASSESSMENT AND AB 1725

The recent passage of the landmark California community college "reform" legislation (Assembly Bill 1725) makes the accurate measurement of community college effectiveness more imperative than ever. The legislation states in Section 11.5:

> It is the intent of the legislature...to foster the creation, implementation, and phase-in of a comprehensive community college accountability system which describes the performance of community colleges in meeting the postsecodnary educational needs of students. This educational and fiscal accountability system shall provide performance data on students, programs, and institutions.

The legislation goes on to spell out in some detail the minimum requirements of the accountability system, and it calls for the Board of Governors to develop and implement the system.

We all know that accurate, meaningful measures of accountability are difficult to come by under any circumstance. Measuring college effectiveness is an inexact science still in its infancy. Added to this problem is the burden the Board of Governors must face in developing an accountability system that is both meaningful and credible to our colleges, to the public, and to our elected leaders. This is where the people in California\s community colleges come in.

In order to meet the challenge posed by AB 1725, the Board of Governors will be seeking advice from the colleges in the system. We should recall that AB 1725 was a piece of legislation developed by all constituencies from the field. The difficult task of implementing the legislation must also be carried out with broad filed participation.

Fortunately, many of our colleges have been moving ahead on their own to develop measures of their effectiveness. The results of some of this local college work came together at the April, 1988 statewide workshop hosted by Rancho Santiago College, In my view it is now the task of all those colleges who are leading the way in demonstrating their accountability to come together and codify their work in a single document. We must first agree on the criteria by which we should be measured and then determine how best to measure those criteria. Perhaps we should establish a statewide task force to take the lead in this project. This task force would be a natural outgrowth of the Rancho Santiago conference. If we take this approach, the local districts will be active, rather than reactive, players in the Board of Governors' process to develop the accountability system. I am convinced it is a process in which the Board of Governors will welcome us.

John T. McCuen
Executive Director
CCCT

OUTCOMES OF THE WORKSHOP

.Criteria

.Measurements

HOW THE CRITERIA AND MEASURES WERE DEVELOPED

The first day of the workshop participants heard effectiveness assessment experts from around the country address the issue of institutional effectiveness from both a national perspective as well as from the perspective of exemplary programs in their individual states:

- Carol Boyer, Senior Policy Analyst at the Education Commission of the States, provided a general overview and background of the topic and spoke of related noteworthy research efforts.
- Peter Consacro, Associate Vice Chancellor of Academic Affairs for the Tennessee Board of Regents, spoke of the performance-based funding procedure used in higher education in Tennessee.
- Edward Morante, Director of the New Jersey Higher Education College Outcomes Evaluation Program, described the background, implementation, and results of the state outcomes program he directs.
- James Rogers, Executive Director of the southern Association of Colleges and Schools, described that accrediting association's successful towards the evaluation of institutional effectiveness.

During the course of the workshop, two other presentations assisted the participants with their tasks: John Petersen, Executive Director of the Accrediting Commission, explained how the Commission is currently addressing the effectiveness topic. And Peter Hirsch, Executive Director of CACC, reported on the work of the California Association of Community Colleges in this area.

After being provided with background and example program information, work groups were formed. The goal of the work groups was to develop criteria of institutional effectiveness to which the colleges believed they could be held accountable, to establish measures of the criteria, and to develop local individual college action plans which the college representatives could take back to their campuses for presentation to their colleagues.

There are many definitions and concepts of "institutional effectiveness" assessment; for the purpose of this workshop, Peter Ewell's approach was used: effectiveness is assessed through a comparison of results achieved to goals intended. Thus, participating colleges were instructed to bring with them to the workshop their college's mission and goals statements, and to use those goals in their work. The series of workshops proceeded as follows:

- Participants learned to develop criteria of effectiveness using college goals as the basis for developing the effectiveness criteria. They re-phrased local goals into outcomes-oriented criterion statements by identifying the desired outcome of each goal.
- Next they developed criteria for effectiveness, using their own college's mission statement and goals.

- To develop a consensus statement of institutional effectiveness criteria, a select group of writers took each college's criteria, combined those criteria where commonality existed, and produced a composite list of criterion statements. Those statements were reviewed with workshop participants using a "charette" approach, and consensus was reached. Seven major areas of effectiveness criteria were identified (see page), and each major area includes one or more criteria.
- For each criterion of effectiveness, the work groups also developed suggested measures by which to evaluate a college's success in addressing the criterion.

The process outlined above, using college goals and small work groups, represents an example of how colleges may address this reform issue. The criteria for effectiveness on Page and suggested measures beginning on Page were developed over the two-day period. They are not intended to be a definitive or exhaustive list, nor do they represent the "official" position of any of the sponsoring organizations.

This document should be viewed as work in progress. Those seeking definitive models of institutional assessment will not find it here, for any honest attempt to define and demonstrate institutional effectiveness must fit within the special context of individual institutional mission and environment. Assessment methodology will evolve as institutional purposes are elaborated and as faculty and others within the institution become better at defining criteria and measuring outcomes.

CRITERIA FOR INSTITUTIONAL EFFECTIVENESS

General Education

1. Students acquire essential skills in oral and written communications, mathematical concepts, and critical thinking.

2. Students acquire knowledge of the humanities, arts, social sciences, and natural sciences.

3. Other: Students develop self-confidence, physical well-being, character, cultural literacy, aesthetics, interpretive skills, interdisciplinary understanding.

Transfer Education

4. Students satisfy both lower division and major prerequisites for transfer eligibility.

5. Transfer students transfer.

6. Students who transfer succeed at the transfer university.

Vocational Education

7. Vocational students get jobs and promotions.

8. Students acquire skills necessary for employment and upgrade of employment.

9. The college collaborates with community-based organizations, industry, and private business.

Basic Skills

10. Students acquire academic basic skills (e.g., reading, writing, math) to enable them to meet their educational goals.

11. Other: Students develop learning skills and learn how to profit from instruction.

Student Support Services

12. Student needs are identified.

13. Student Support Services are accessible to all students.

14. Students use services and learning resources.

15. Students grow in their ability to learn and plan.

16. Other: Students develop intellectual skills, social skills.

Community Needs and Involvement

17. College programs and services respond to community demographics.

18. The public uses college facilities and resources.

19. Other: College programs and services address contemporary issues, and offer lifelong learning.

Cultural Awareness

20. Campus programs reflect sensitivity to cultural awareness.

21. Students and community members take part in programs which promote cultural awareness.

22. Student and community members develop an awareness of their own values.

MEASURES, INDICATORS AND PROCESSES FOR ASSESSING INSTITUTIONAL EFFECTIVENESS

(Note: The criteria which these suggested measures address do not correspond exactly with the criteria in the preceding section because the measures were developed during the workshop before consensus was reached on criteria statements. Nonetheless, the measures provide examples of how a college may approach evaluation of effectiveness.)

FACILITIES

1. The college shall provide equipment in safe, usable condition.

   .Number of hours of lost class time due to inoperable equipment
   .Number of accident report forms.
   .Cost analysis of equipment repair budgets.
   .Summary of Inspection Report Form.
   .Number of maintenance contracts and usage reports.
   .Summary of the "Safety Hazards I.D. Form.

2. Instructional space shall be scheduled in an efficient manner.

   .Report of percentage of room utilization schedule.
   .Survey of unmet needs.
   .Analysis of Space Inventory Report.

3. Building and grounds shall be kept clean.

   .Visual Inspection Survey quarterly.
   .Analysis of Budget.
   .Ratio of staff per grounds and building.
   .Number of citations by Fire or Health Depts.
   .Number of non-decomposed piles on campus.
   .Number of student/faculty complaints.

4. Parking spaces shall meet the demands of students and staff.

   .Analysis of legal requirements per space - the measure is in compliance with legal requirements; i.e. width, and handicapped and non-handicapped ratio.
   .Number of parking citations.
   .Number of neighborhood complaints.
   .Number of parking spaces compared to average hourly attendance.
   .Report of "Safety Analysis" (lighting, number of unlawful occurrences).
   .Report of "Study of Traffic Patterns" in parking areas.

MEETING NEEDS OF THE COMMUNITY

1. The courses are appropriate for the community.

   .Survey community demographics, including educational background and educational preferences. Study community economic conditions and trends.

.Compare survey results to existing curriculum.
.Measure participation rate overall and by ethnic group.

2. The students benefit from career counseling.

.Survey students who used career counseling for satisfaction or benefit.
.Compare goal achievement for students who receive career counseling and those who don't.
.Follow-up after students obtain employment.

3. The students achieve an appreciation of, and a tolerance for, ethnic and cultural differences.

.Determine extent of ethnic and cultural awareness activities and student participation in them, broken down by ethnicity.
.Identify existence of, and participation in, ethnically or culturally based clubs and organizations.
.Identify level of participation of ethnic groups in non-ethnic student clubs and organizations.
.Identify types of activities conducted by ethnic clubs - cooperative or separatist.

4. The students achieve a knowledge of the development of world civilization.

.Count number of students enrolled in world civilization course.
.Analyze pre- and post-test measures.
.Determine extent of inclusion of world civilization content in college-wide curriculum.

5. The students achieve an awareness of the necessity for involvement in civic and political activity.

.Survey voting participation - registered voters.
.Determine extent of participation in student government and other political clubs, organizations, and activities.

6. The community is aware of the educational opportunities available at the college.

.Survey community.
.Determine amount of outreach publicity.
.Determine extent of media coverage of college events and programs.

7. The nearby 4-year colleges accept all students to junior standing.

.Follow-up on A.A. students with self-report.
.Read reports on transfer statistics.

GENERAL EDUCATION

1. Students acquire an understanding of the liberal arts, sciences, and vocations through general education.

- .Percentage of graduates placed in related jobs.
- .Percentage of declared majors who complete their degree/certificate programs.
- .Follow-up survey with employers to determine satisfaction with student preparation.
- .Follow-up survey with students to determine whether the skills provided by the college enabled them to perform competently in their chosen vocations.

CULTURAL AWARENESS

1. Programs are sensitive to cultural awareness and contemporary issues.

    - .Inclusion of the topic of cultural awareness on Occupational advisory committee agendas during the year.
    - .Evidence of participation in staff development activities focused on cultural awareness (black and white).
    - .Evidence from course syllabi that departments have included a topic or work assignment on cultural awareness, where appropriate.

2. Students acquire knowledge of cultural awareness and contemporary issues.

    - .Evidence of participation in student activities focused on cultural knowledge in topics on cultural awareness (numbers, dates, themes).
    - .Evidence from course grading methods that students have acquired knowledge in topics on cultural awareness.
    - .Evidence of cultural diversity and sensitivity in student newspaper articles.
    - .Clubs and organizations emphasizing cultural awareness are vital (numbers of members, actual activities).
    - .Student surveys indicate that students gain knowledge of cultural awareness through programs or courses at the college.

ADULT EDUCATION

1. Assure ESL classes reflect ethnic diversity and need of the community.

    - .Survey ethnic composition of community or use census data.
    - .Compare ethnic composition of ESL classes to that of community.
    - .Survey entering ESL students to determine needs.
    - .Survey Students completing ESL to measure whether needs were met.
    - .Measure number, types of course, and support services offered.
    - .Measure success by pre- and post-tests, retention rates, student satisfaction surveys, entrance into regular classes.

2. Coordinate the non-credit ESL program with the credit ESL program. (Assume progression from non-credit to credit with no overlap or gap.)

    - .Check for post-test instrument for non-credit completers and access test for entrance to credit ESL.
    - .Survey those students who attend both credit and non-credit.
    - .Check schedule of classes to assure appropriate sequences are provided.

3. Articulate with local high schools regarding their high school completion class need.

TRANSFER

1. Students whose stated goal is to transfer to a 4-year institution, transfer at an appropriate rate.

   .Establish baseline data regarding student goals.
   .Establish baseline data of historical transfer rate and compare with other institutions with similar demographics. Make a judgment regarding "appropriate rate."
   .Establish a tracking system.

2. Students who transfer are successful and persist in the 4-year institution.

   .Collect data on number of students who have transferred, and their success and persistence rate at a 4-year institution.
   .Collect data on number of students who have achieved their educational goals.

ACCESS

1. Students who desire to avail themselves of the community college's programs and services have access to them.

2. Programs and services are available to students who desire to take advantage of them.

3. There are no barriers which keep potential students from taking advantage of all programs and services.

4. Students reflect the demographics of the community.

   .Survey students with applications on file who do not register in classes.
   .Review information about college programs and services translated into other languages.
   .Look at the balance of programs and services, day and evening, and at various campuses and centers.
   .Compare the results of basic skills assessment with courses scheduled.
   .Ensure that the college is in compliance with stat guidelines for the disabled.
   .Review the availability of programs/events (students and staff) concerning cultural, physical, and other barriers?
   .Compare the demographics of the college to that of the community.
   .Compare demographics of the college staff to that of the community (role model).

VOCATIONAL EDUCATION

1. Students have access to "state of the art" technology.

   .100% of students in vocational ed. programs use available "state of the art" equipment and methods.
   .___% of students enrolled in English use the computer system in the Learning Center.
   .___% of students are placed in an industrial facility for further training in plasma welding program.
   .___ number of plasma welding machines are made available to students enrolled in Welding 240.

2. Students have the basic skills to be qualified for employment.

   .All vocational ed. students pass 10th grade reading, writing, and math equivalencies.
   .100% of LVN students pass the State Board licensing test.
   .All vocational ed. students pass certificate and A.A. degree requirements.
   .Each vocational discipline provides a basic skill exit test for each vocational student.

3. Employers hire and retain community college graduates.

   .80% of students are placed in appropriate jobs.
   .After 5 years, 50% are still employed with the same employer.
   .An annual employer survey determines that ___% have been retained.

4. Members of advisory commi8ttees offer feedback on student performance.

   .All department heads provide Board reports on student performance on or more times per year.
   .The instructor contacts each advisory member to receive feedback on student performance.
   .___% of questionnaires sent to advisory committee are returned.

COMMUNITY SERVICES

1. Community groups have appropriate access to college facilities.

   .Examine records of usage.
   .Conduct community groups needs assessment.
   .Log all phone requests.
   .Survey community needs to indicate a proportional representation of community groups having access to college facilities.

2. Special college programs and services for adults are accessible to all geographic areas of the district.

   .Conduct community needs assessment.
   .Examine location of programs and services.
   .Examine enrollment records at special adult college programs and services for evidence that attendance is representative of the geographic areas of the district.

3. No community groups are excluded from using college facilities because of costs.

.Establish baseline costs.
.Survey individuals and groups and establish a record of phone and written requests for use of college facilities.

4. College cultural and social programs reflect community needs.

.Examine schedule of cultural and social programs to see what kind of programs are offered.
.Surveys conducted by the college and city recreation department indicate that college cultural and social programs reflect community needs.

5. Community participation in special college events reflects the demographic character of the district.

.Observe participants and classify by sex and ethnicity.
.Compare participation data in events to demographic data.
.Observe attendees at special college events to see if they reflect the demographic characteristics of the district.

THE COLLEGE OFFERS PROGRAMS AND SERVICES WHICH IT CAN AFFORD TO SUPPORT

1. Counseling services are available to students on demand or within a (short) defined time.

.Conduct student survey of time it takes to get an appointment.
.On appointment log, list referral and actual appointment time.

2. College publications to inform students are easily available and understandable.

.Conduct student survey.
.Replenish publications regularly at distribution points.

3. Students are informed about financial aid scholarships and other benefit programs.

.The projected proportion of students applies.
.Appropriate information vehicles are in place.
.A diverse population of students applies in a timely manner.

4. Services are conveniently located an open during hours when most students are on campus.

.Ensure the hours conform to registration patterns.
.Check size of student body taking off campus classes to determine service needs.
.Observe degree of congruence between service location and student migration patterns.

5. Transfer information and advisement are available to all students who want these services.

6. Disadvantaged students (L.D., disabled, etc,) are quickly identified by teachers and referred to appropriate services.

SUMMARY OF SPEAKERS' COMMENTS

CAROL BOYER, Senior Policy Analyst
Education Commission of the States

Ms. Boyer began her presentation by defining some key terms:

Assessment: Any process of gathering concrete evidence about the impact and functioning of undergraduate education. Standardized testing and follow up surveys are components of assessment.

Outcomes Assessment: The assessment of the results of undergraduate education including cognitive outcomes, skills, values, impact on community, graduate school placement.

Accountability: Use of assessment results to assure authorities at the state level and the general public that tax dollars invested in education are being well spent.

Effectiveness: Extent to which institutions of higher education accomplish their intended purposes or achieve their desired ends. Not the same as "efficiency."

There has been a shift in the nation, she said, from concern about fiscal accountability to a concern about education accountability. Twelve to fifteen states have assessment initiatives in place.

There are four reasons why there is great interest in assessment:
1) Assessment can be4 a "powerful lever" for institutional change.
2) Assessment can be a "powerful tool" for getting faculty to reassess curriculum.
3) Assessment breaks the cycle of people "talking in circles" and forces institutions to come to agreement on the types of students they are serving, what they want students to know, and how evidence can be collected to achieve these goals.
4) Assessment can maintain public confidence in higher education.

Ms. Boyer listed the principles in developing institutional assessment as the following:
1) Community colleges have multiple missions.
2) Community college students are incredibly diverse.
3) Knowledge of student goals, tracking student progress and conducting follow-up of former students.

Assessing basic skills must be done when students first come in the door, she urged. Learn students' employment records and goals and monitor and track student progress.

The four different student outcomes to include when assessing are:
1) Knowledge: what students know when they leave, both in general education and in their academic majors.
2) College level skills: reading, writing, speech, creative thinking, problem solving, critical thinking.
3) Job related skills.
4) Attitudes and values about the educational experience.

PETER CONSACRO, Associate Vice Chancellor
Tennessee State University and Community College System

Planning for Tennessee's performance funding program was started in 1978, Dr. Consacro reported. Measures were refined and implemented in 1982. Two percent of the state's unrestricted higher education instructional budget was dedicated to, in effect, "rewarding" institutions that measured up to the standards established.

The program has since been so successful that five percent is now being awarded.

The presidents oppose performance funding when they don't receive it, and support it when they don't receive it, and support it when they do receive funds, said Dr. Consacro.

The four measures that have been designated as measures of institutional effectiveness are:

1) Program accreditation through peer review.

2) Student outcomes measured by testing of students. (Newspapers compare scores among colleges, he warned.)

3) Testing of general education outcomes, including the ability to communicate, appreciation of the arts, ability to resolve problems, ability to understand science. (Scores compared to both national norms and "value added"measures.)

4) Satisfaction surveys of alumni and employers. Has the program prepared students properly? Is the student satisfied?

The institution then collects and analyzes data from the first four standards and develops a plan for improvement, including both short- and long-range interventions.

These measure were developed not only to address the issue of accountability but to find out what is wrong and how to get the information needed to make improvements, he explained.

"Programs like this are beginning to restore public confidence," Consacro said.

ED MORANTE, Director
New Jersey Higher Education College Outcomes

Dr. Morante began his presentation by asking: What is outcomes assessment?

Not basic skills, not merely retention rates nor student satisfaction, nor follow-up of graduates--in fact, not only student learning. It should be comprehensive because higher education is complex and comprehensive. Outcomes assessment should be a method of determining the effectiveness of an institution, its programs. Included are multiple variables...leadership, coordination, commitment. Outcomes assessment, he said, includes examining both student activities (learning, development, progress, satisfaction, during and after college) and faculty activities (research, etc.).

What New Jersey is doing, Dr. Morante said, is possibly the most complex in the country, probably in the history of the world. It's a collaborative model with hundreds of people on statewide committees and local committees. New Jersey seeks a balance between common, statewide definitions (like retention) and local definitions (general education) to create a comprehensive definition, including measures of students, faculty, and institutions.

JAMES ROGERS, Executive Director
Commission on Colleges,
Southern Association Colleges and Schools

Dr. Rogers reported that in 1980 the Commission on Colleges decided it would take a new approach to accreditation evaluation and expand evaluation beyond analysis of "resources and processes" to include the additional step of evaluating how effectively colleges are using these resources and processes.

Dr. Rogers said the commission developed a revised set of standards in 1984 that includes a new criterion of "institutional effectiveness."

To meet this criterion, an institution is required to do the following:

1) State the purpose and mission of the institution.

2) Establish goals which will allow the institution to meet that purpose.

3) Establish a mechanism to evaluate those goals.

4) Take resulting information and use it to make decisions about the future direction of the institution.

He indicated that the requirements for meeting the institutional effectiveness criterion are "general" and not "proscriptive" because of the wide variety of colleges and universities represented by the commission, 800 public and private two-year, four-year and research institutions.

LIST OF PARTICIPANTS

WORKSHOP STEERING COMMITTEE

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Ray Giles, Rancho Santiago College
Karen Sue Grosz, Academic Senate
Robert Jensen, Rancho Santiago College
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Nell Woodward	Orange Coast College

INSTITUTIONAL EFFECTIVENESS AND PLANNING/EVALUATING

CHAPTER 10

Exemplary Research Practices in Support of Institutional Effectiveness and Student Success

EXEMPLARY RESEARCH PRACTICES IN SUPPORT OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

National Council on Research and Planning (AACJC)

Trudy Bers	Oakton Community College
John Cosgrove	St. Louis Community College
Gary Rice	College of DuPage
Jeffrey Seybert	Johnson County Community College

Assessing Non-Degree Goals at St. Louis Community College

John Cosgrove

In fall 1988, the St. Louis Community College (SLCC) enrolled over 30,000 credit students. Forty-nine percent of these students were enrolled for reasons other than to obtain a two-year degree. Therefore, an assessment strategy that focuses only on how many students graduate is not consistent with the College's mission or with student needs.

The key in the development of an effective assessment process is to assess what you actually do, not what others think you do. In order to have such a process in place, a college must collect student intent data.

During both the initial application and subsequent registration process, SLCC staff ask all students to answer the two following questions.

1) My primary goal in attending is:
   _____ Improvement of existing job skills
   _____ Preparation for job to be obtained
   _____ College/university transfer credit
   _____ Personal interest

2) I expect to accomplish this goal through:
   _____ Selected courses
   _____ Certificate program, one year or less
   _____ Associate degree

Responses from these questions when combined with program of study data are used to generate the following educational goal categories.

1) To obtain an AAS degree
2) To obtain an AA degree
3) To obtain a certificate
4) To transfer to a four-year college by taking only selected courses
5) To train for a new career by taking only selected courses
6) To upgrade my current job skills by taking only selected courses
7) To obtain knowledge for personal interest

The availability of such data allows the College to assess if it is meeting the needs of both degree and non-degree seekers. In regard to degree seekers, the College can more accurately track the progress of those students who actually plan to graduate. Students who never planned to complete the degree requirements therefore are not incorrectly included in the calculation of graduation rates.

In terms of non-degree seekers, the College uses the educational intent data to determine why students do not re-enroll. Students who enroll in the fall, but do not return for the spring and do not graduate are contacted in regard to why they did not enroll.

The College's research has revealed that ten percent of the non-returning students did not achieve a goal and have no plans to re-enroll. Sixty-three percent are still pursuing their goals, but have temporarily "stopped-out" of the College. Twenty-seven percent of non-returning students chose not to return because they achieved a non-degree goal - SUCCESS STORIES, NOT RETENTION PROBLEMS.

Linking Outcomes Measures to Mission Statement at College of DuPage

Gary Rice

The mission of College of DuPage (COD) is to provide educational opportunities of the highest quality for people of any race, creed, gender, or national origin who want to improve their vocational and a vocational skills, or enjoy cultural or recreational activities. The College provides these educational opportunities in accessible locations throughout the district at an affordable cost to the student. To achieve this mission, the programs and services of the College:

A. Provide the first two years of baccalaureate education including liberal arts, sciences, engineering, business, and pre-professional programs to prepare students for transfer to four-year colleges and universities with junior standing, as well as to meet individual educational goals.

Measuring Institutional Effectiveness (MIE) Questions

1. To what four-year colleges and universities do COD students transfer, and is the group of transfer schools comprehensive?

2. Does COD have a comprehensive group of pre-baccalaureate courses that transfer to four-year college and universities?

3. What percent of baccalaureate students at transfer institutions are from community colleges? from COD?

4. Are articulation agreements with four-year colleges and universities adequate?

5. Of students who declare an intent to transfer, how many eventually transfer to a four-year college or university?

6. After transfer and compared to other community college transfer students and native four-year college and university students, is the quality of our pre-baccalaureate programs adequate as measured by:

   - a. credit hours earned by COD students who progress toward completion of a baccalaureate degree after 1 year, 2 years, and 3 years?
   - b. Grade point averages of COD students after 1 year, 2 years, and 3 years?
   - c. how many COD students complete a degree after 2 years, 3 years, and 4 years?

7. How satisfied are students with their educational experience at COD within 1 year, 3 years, and 5 years of leaving COD?

8. After completion of the general education component required for an AA or AS degree, do students give evidence of educational growth?

9. Does COD effectively provide baccalaureate education for special populations, e.g., minorities, handicapped, disadvantage, etc.?

10. What happens to students who are not successful, e.g., academic failures, withdrawals, etc.?

B. Provide career education including occupational, vocational, technical, and semi-technical programs for job training, retraining, and improving skills, or to meet individual goals and local and state needs.

MIE Questions

1. Is the quality of our occupational programs adequate as measured by:
   - a. professional accrediting bodies?
   - b. professional peers in the community?
   - c. passing external certification examinations?

2. Are the job skills of students from occupational programs adequate as measured by:
   - a. employer satisfaction with the job skills?
   - b. student perceptions after completion of an occupational program or certificate?

3. Of those who declare an intent to pursue a certificate program how many complete the certificate or associate degree?

4. What percentage of occupational program students become employed in an occupation similar to their course of study?

5. After completion of the general education component of the AAS degree, do students give evidence of educational growth?

6. Does COD effectively provide career education for special populations, e.g., minorities, handicapped, disadvantaged, etc?

7. What happens to students who are not successful, e.g. academic failure, withdrawal, etc.?

Philosophy and Goals

We believe that our democratic society depends on informed, sensitive, and responsive citizens. The faculty in educational programs and services of the college support this concept by:

Developing students' awareness of their rights and responsibilities to themselves and to other members of society.

MIE Questions

1. What awareness do COD students have as compared with national norms of their rights and responsibilities to themselves and to society?

2. What awareness level is important for students to develop while attending COD?

3. What activities, programs and courses are offered to accomplish the goal of developing students' awareness?

4. Is College of DuPage successful in developing students' awareness of their rights and responsibilities to themselves and to other members of society?

    a. Did students' awareness change while attending COD?

    b. Do students perceive themselves as being better citizens?

    c. Compared to the norms, what percentage of former COD students participate in civic endeavors and/or vote?

Developing the ability of students to meet changing demands of society.

MIE Questions

1. What is defined as important to developing a student's flexibility and adaptability for life?

2. What activities, programs, and courses does the College provide that are designed to enhance student flexibility and adaptability?

3. Have students improved their flexibility and adaptability after their participation in COD programs.

Developing Communication Skills

MIE Questions

1. What is the level of communication skills of students who enter College of DuPage?
2. What is defined as an acceptable level of reading, writing, speaking, and listening skills?
3. What activities, programs, and courses does the College provide that are designed to improve the students' skills in communication?
4. Have students improved their communication skills while attending COD?

Making a Commitment to Academic Freedom

MIE Questions

1. What is the definition of academic freedom accepted by the College?
2. What evidence is there that the College has a commitment to academic freedom?
3. What is the perception of the faculty, administration, classified staff and students about the status of academic freedom within the institution?
4. Do unresolved issues about academic freedom persist within the College?

We believe that the integrity, dignity and worth of the individual is of utmost importance. The college supports this by:

Serving the individual's needs, interests, abilities and aspirations.

MIE Questions

1. What are the students needs, interests, abilities and aspirations at time of entering COD?
2. What are the indicators that students needs, interests, abilities and aspirations have changed as a result of attendance at COD?
3. How satisfied are students that COD has served their needs, interests, abilities and aspirations?
4. What does the college do to reduce sex-role bias and promote opportunities for equitable roles for both men and women in its programs and services?

Available Research Data and Potentially Needed Measures

A. Provide the first two years of baccalaureate education including liberal arts, sciences, engineering, business, and pre-professional programs to prepare students for transfer to four-year colleges and universities with junior standing, as well as to meet individual educational goals.

Available

1. Student Transfer Performance (Data fragmentary and non-standardized)
2. Graduates Follow-up
3. Student Intent
4. Grade Performance
5.
6.
7.
8.
9.
10.

Needed

1. Longitudinal Tracking of university transfers
2. Demographics of transfer students
3. Attended another college (data capture for Spring '89)
4. Goal-attainment criteria for non-program/non-transfer enrollees
5.
6.
7.

B. Provide career education including occupational, vocational, technical, and semi-technical programs for job training, re-training, and improving of skills, or to meet individual goals and local and state needs.

Available

1. Occupational Enrollees
2. Graduate Follow-up
3.
4.
5.
6.
7.
8.

Needed

1. Employer Satisfaction
2. Track non-completers
3. Performance on Board Exams (Hlth)
4. Demographics by program
5.
6.
7.

C. Provide general studies including preparatory and developmental programs, adult basic education, and general education programs to meet individual educational goals.

Available

1. Enrollment & Grades
2. ACT scores (small n)
3. English/Math Advise Scores
4.
5.
6.
7.
8.
9.

Needed

1. ACT measures on students
2. H.S. performance
3. Demographics of general study students
4. Indicators of academic progress other than grades
5.
6.
7.

D. Provide community education including non-credit adult continuing education programs to meet individual educational goals.

Available	Needed
1. Enroll in non-credit courses	1. Relation between COD offerings and goals met
2. Enroll in BPI courses	2. Demographics of community education students
3. Community education needs (Gallup)	3. Community subgroup needs
4.	4.
5.	5.
6.	6.
7.	

E. Provide public service activities including workshops, seminars, forums, cultural programs, community surveys and facility usage to meet the needs of the community.

Available	Needed
1. Services offered and attendance (sparse data available)	1.
2.	2.
3.	3.
4.	4.
	5.

Assessment of Institutional Effectiveness at Johnson County Community College

Jeffrey A. Seybert

Johnson County Community College has implemented a comprehensive institutional effectiveness assessment model. The model is comprised of a number of components and assesses the effectiveness of all aspects of college programs and services including credit and non-credit instruction, student services, and administrative and support services.

Demonstrating institutional effectiveness takes on special significance for community colleges. Community colleges typically have a much broader mission than four-year colleges and universities. In addition to traditional freshman/sophomore level coursework, community colleges provide 2-year career training, occupational retraining, remedial/developmental coursework, community/continuing education programs, courses for special populations, and a variety of other educational offerings. Community college students also differ dramatically from traditional college students. They are much more diverse in terms of their age, backgrounds, preparation, and educational objectives than their four-year college/university counterparts. Thus, measures institutional effectiveness common to 4-year colleges and universities are, in some cases, not applicable to community colleges.

The JCCC institutional effectiveness assessment model was designed to address this diversity in community college students and their educational goals. The major components of the model are as follows:

1. Career Student Follow-up

Career student follow-ups are conducted one and three years after career program students complete a program (i.e., earn a degree or certificate) or leave with "marketable skills." Both telephone and mail surveys assess former students' career and life progress, the degree to which they accomplished their educational objective, perceptions of a variety of cognitive and non-cognitive outcomes, and evaluations of their instructional program and other college programs and services.

Employers of former career students are also surveyed by mail to determine their evaluations of the training and preparation those students received at JCCC.

2. Transfer Student Follow-up

The transfer follow-up is conducted six months to one year after students transfer from JCCC to a four-year college or university. These former students are identified by the transfer institution and then surveyed by mail to determine their evaluations of their transfer preparation at JCCC, evaluation for JCCC programs and services compared to those at the transfer institution, perceptions of cognitive and non-cognitive outcomes, and the degree to which students accomplished their educational objective at the community college.

3. Educational Objective "Leaver" Surveys

These surveys are directed at that majority of community college students who neither complete a career program nor transfer to a four-year college or university, but come to the community college for a variety of other reasons. Leavers are identified by comparison of enrollment files from three consecutive semesters. Transfer students and career program completers are then deleted. The resulting students are surveyed by mail and/or telephone one and three years after leaving the college. Again, the surveys address accomplishment of educational objective, perceptions of cognitive and non-cognitive outcomes, and evaluations of JCCC programs and services.

4. Cognitive Outcomes Assessment

Students who meet a specified set of criteria (a maximum of 65 credit hours earned, and at least 30 of which were earned at JCCC) are asked to volunteer for one of three half-day Saturday testing dates early in each semester. A set of incentives are offered to induce participation. Four modules (reading, mathematics, writing, and critical thinking) of the ACT CAAP (Collegiate Assessment of Academic Proficiency) are utilized. Since the college uses ASSET for initial assessment and placement, use of the CAAP as an index of cognitive outcomes will allow both value added and norm referenced comparisons of cognitive outcomes.

5. Systematic Program Review

All college programs and services, including credit and non-credit instruction, student services, and other academic, administrative, and support services rotate through a five-year program review cycle. Separate evaluation packets have been created for career programs, transfer programs, continuing education programs, and administrative/student service programs. The program review process is coordinated by the Office of Institutional Research and occurs annually from August through January.

6. Student Evaluation of Instructors/Counselors/Advisors

The Office of Institutional Research also coordinates student evaluation of instructional and student development personnel. Separate evaluation systems are utilized for instructors, counselors, and career planning and placement advisors each semester. Results are provided to the individuals evaluated and to appropriate administrators.

7. Grade/Attrition Report; Drop Survey

Each semester the Office of Institutional Research generates a grade/attrition report which provides the grade distribution and attrition rate for all credit classes sorted by section and instructor. Relevant information from this report is brought to the attention of the Dean of Instruction. In addition, all students who drop a course during the semester complete a short survey detailing the reasons for their withdrawal. These data are compiled annually in a report provided to appropriate college administrators.

8. Client/User Evaluation Surveys

The Office of Institutional Research conducts annual client/user evaluation surveys of student services (e.g., counseling, admissions), auxiliary services (food service, bookstore), the library, open labs (e.g., the instructional data processing lab), and resource centers (e.g., the math resource center, academic achievement center). These evaluations are conducted in October and November of each year and utilize both telephone and mail survey methodologies. Reports of results are provided to appropriate administrators and include longitudinal comparisons with results from prior years.

Copies of surveys, reports, program review packets and other relevant materials are available from the author.

Determining the Actual Attrition Rate at Oakton Community College

Trudy Bers

The issue of transfer rates and transfer success for community college students has become a very "hot" topic. The following data address this issue as well as the more general topic of persistence. They are derived from the results of a telephone survey of students enrolled in spring 1989 and not enrolled in fall 1989 and from student records data.

Students Enrolled in Spring 1989

	N	Pct
Total	9,788	100
Persisters (enrolled in fall 1989)	4,518	46
Non-Persisters (not enrolled in fall 1989) Of non-persisters (pcts are based on N of 5,270)	5,270	54
Earned degree/certificate	391	7
Suspended or dismissed	98	2
Transferred *	1,756	33
Stopped out - intend to return within year *	1,708	32
Dropped out after achieving goals *	585	11
Dropped out but did not achieve goals *	732	14

* N estimated from results of fall 1989 telephone survey of non-persisters.

A dropout should be defined as a student who did not persist from the spring to the fall term, and who a) did not earn a degree or certificate, b) was not suspended or dismissed, c) did not transfer, d) does not intend to return within a year, and e) did not achieve his/her goal. With this definition, the percent of spring 1989 students who are voluntary dropouts is 7.5% (732/9788).

ADDITIONAL RESOURCES

CHAPTER 11

General, Exemplary and Roundtable Sessions - Notes

This chapter offers a brief overview of the remaining sessions from the summer institute. Readers are encouraged to contact the listed authors for additional information and materials.

Second General Session

Outcomes Assessment in Community Colleges: The State of the Art.

Kay McClenney, Presenter,
Educational Consultant, MC2,

and

Jim Palmer, Discussant
George Mason University

(Notes by Linda Gerber, Portland State University)

Kay McClenney. Community Colleges have the greatest challenge as they attempt to integrate assessment into their operations. Three factors, in particular, act as barriers to developing assessment programs. First, the diversity of the student body is problematic, complicating the identification of a set of appropriate. Second, community colleges have fewer resources and personnel devoted to institutional research than do many senior institutions; consequently, we are ill-equipped to do assessment. Finally, the community college faculty tends to prefer teaching and experimenting with innovation directly related to teaching to studying and evaluating their effectiveness. Thus, the technology of assessment is often primitive and faculty resistance to assessment often exists.

Regardless of these impediments, the pressures to assess are growing. Currently 43% of community colleges are working under mandates to implement assessment programs, but most often they are doing so without additional resources and with short timelines. The assessment movement can be viewed as a positive development, nonetheless. At last something is being done related to "what community colleges are in business for--student success."

While assessment is gaining favor in community colleges, debate still rages about how it is to be used. . .for advising purposes? For mandatory placement? For certification and gatekeeping functions, such as the junior rising exam? For course, program, and student services evaluation? The Alverno College model is the pre-eminent model, but it is not necessarily relevant to community colleges.

The community college is currently searching for models, determining what works, writing policy statements related to the purposes of assessment, and developing more efficient longitudinal data bases. One important issue how can the data generated through assessment efforts can be utilized by an institution. (The work being done at St. Petersburg promises to be useful for those of seeking a model that emphasizes utilization.)

As a whole, we can improve our capabilities to use assessment for the purposes of improvement if we:

- Ask the right questions. Why are we assessing? What of significance should be assessed? Who should be involved in assessment? How will the results be used ? What methods/instruments should be used?

- Become more systematic. Determine how we can strengthen our systems. Ascertain how data can be used.
- Focus on students. Get more information about students. Develop safety nets to intervene when assessment indicates students are in jeopardy. Provide more structure for students. Strengthen support systems. Develop assessment that avoids cultural bias and enhances cultural diversity. Use assessment to improve classroom teaching.
- Perfect methodological techniques. Appreciate the limitations of standardized tests. (Standardized tests will probably improve, becoming more relevant to community colleges and, hence, more useful.)

In conclusion, there is much concern that "we will become masters of assessment mechanics," focusing on the trivial. Indeed, that is likely to happen if we skip the discussion of what it is we think students will need to know to function in the 21st Century. Not only must we identify this set of crucial knowledge and skills, but we must also be sure that we look behind outcomes to determine what is happening to students that result in those outcomes.

Jim Palmer. The AACJC identifies four efforts at the national level that aimed at improving assessment in the community college. First, their are consortial efforts such as Project Cooperation and The Consortium for Institutional Effectiveness and Student Success in the Community College. Second, there are technical assistance endeavors, such as Lonestar and AACJC FIPSE project. Third, there are transfer projects, and, finally their are national data bases, designed to gather accurate data on transfer and completion rates.

Institutional Exemplary Practice Sessions

Learning for the 21st Century: Collaboration for Improving Undergraduate Education

Charles Mitchell and Rosine Hunter
Seattle Central Community College

This session describes the Coordinated Studies (interdisplinary) program developed at Seattle Central Community College in collaboration with The Evergreen State College. The program was implemented within existing student and instructor load guidelines and has proved to be very popular with both student and faculty. The program promotes both faculty professional development (interactions from team teaching) and student success (retention and academic performance). A description of the implementation process, course outlines and other materials are available from the authors.

Board-Driven Student Outcomes Approaches: Deciding on the Key Indicators

Charles Spence and Lynn Parker
Florida Junior College at Jacksonville

The selection of critical institutional performance indicators as a process for a) involving the Board in mission discussions, and b) supporting the development of institutional student outcomes measures. The complete list of performance indicators and process information is available from the authors.

Exit Competencies and Guarantees

Byron McClenney
Community College of Denver

Guarantees offered at the Community College of Denver in the areas of transfer and job competency. Details are available from the author.

Roundtable Discussions

The following roundtable discussions with listed facilitators were held:

Assurance of Quality in Instructional Programs
Robert Jessen and Anne Mulder
Lake Michigan College

Assessing Student Educational Goal Attainment
Jeffrey Seybert
Johnson County Community College

Initial Considerations in Developing a Student Tracking System
Richard Olivanti
Kalamazoo Valley Community College

Marketing a Student Outcomes Approach in a Complex, Multi-Campus System
William Martin
Florida Junior College at Jacksonville

The Texas Model for Institutional Effectiveness
George Miller
Amarillo College

Creating an Environmental Scan Consortium
Lawrence Brown
Lane Community College

Strategies for the Use of Program Review Data

John Cosgrove
St. Louis Community College

Regional Cooperation in Developing Student Success Strategies
Lee Fawcett
Clackamas Community College

The Role of Classroom Research in Contributing to Institutional Effectiveness
Dan Jaksen, Stephen Nicholson, and
Marilynn Kokoszka
Oakland Community College

Strategic Planning Practices that Produce Results
Michael Hooks
Valencia Community College

Developing an Effective Student Advising System
Trudy Bers
Oakton Community College

Improving Minority Student Outcomes
Michael Rota
University of Hawaii Community
College System

Enhancing the Teaching and Learning Process
John Losak
Miami-Dade Community College

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